DOCUMENT RESUME

ED 046 136 EC 031 006

AUTHOR	Bailey, Carol D.; And Others
TITLE	A Curriculum Guide for Teaching the Educable Mentally Retarded: Elementary - Junior High - High School.
INSTITUTION	Oak Ridge Schools, Tenn.
PUB DATE	Apr 69
NOTE	161p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum Guides, *Educable Mentally Handicapped, Elementary Education, *Exceptional Child Education, Mentally Handicapped, Secondary Education

ABSTRACT

The curriculum guide suggests ideas, activities, procedures, and materials for teaching the educable mentally retarded at the elementary, junior high, and high school levels. For the elementary level, the guide covers the areas of maturational skills and concepts and social skills, reading, writing, spelling, arithmetic, social relationships (life functions, social studies, health, safety, science), art, music, and physical education. At the junior high level, the guide covers reading, English, spelling, writing, math, social studies (geography, history, economics, civics), communication and transportation, science and conservation, health, homemaking, grooming and social relationships, art, physical education, and integration in the regular school program. The curriculum for the high school level covers the same basic topic areas, with the addition of vocational preparation and work-study program. (KW)

EC031006

ED046136

A CURRICULUM GUIDE
FOR TEACHING
THE EDUCABLE MENTALLY RETARDED

Elementary - Junior High - High School

OAK RIDGE SCHOOLS
Oak Ridge, Tennessee

EC031006E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

PAGE

INTRODUCTION.. 1

Philosophy.. 1

Purposes of Special Education.. 1

Classroom Environment.. 3

Daily Schedule.. 4

ELEMENTARY.. 5

Maturational Skills, Concepts, Social Skills.. 6

Reading.. 7

Writing.. 23

Spelling.. 31

Numbers (Arithmetic).. 32

Social Relationships - Life Functions

Social Studies, Health, Safety, Science.. 38

Art.. 48

Music.. 52

Physical Education.. 55

JUNIOR HIGH.. 58

Reading.. 59

English.. 65

Spelling.. 67

Writing.. 69

Math.. 71

Social Studies

Geography, History, Economics, Civics.. 78

Communication - Transportation.. 87

Science - Conservation.. 89

Table of Contents

Health - Safety.. 96

Homemaking.. 100

Grooming and Social Relationships.. 102

Art.. 105

Physical Education.. 107

Integration in Regular School Program.. 108

SENIOR HIGH.. 109

Reading.. 110

Writing.. 112

Spelling.. 113

Math.. 115

Science - Biology.. 116

Health and Safety.. 117

Social Studies

Geography, History, Economics, Civics.. 118

Homemaking.. 127

Vocational Preparation and Social Adjustment.. 131

Work-Study Program.. 135

Integration in Regular School Program.. 136

METHODS OF EVALUATION.. 138

APPENDIXES.. 140

I. BIBLIOGRAPHY FOR RETARDED READERS.. 141

II. EASY LIBRARY BOOKS.. 147

III. ALPHABET OF ART ACTIVITIES.. 149

IV. LIST OF PUBLISHERS.. 154

FOREWORD

The first special education class for the educable mentally retarded in the Oak Ridge Schools was organized in 1951. The classes have been located in available classrooms in the elementary and secondary schools. The first facility designed for these classes is located in the new Jefferson Junior High School.

A curriculum guide was completed in 1962. This curriculum has been revised during the past two years. It is hoped that this curriculum guide will be of assistance to teachers of educable mentally retarded children by suggesting ideas, activities, procedures and materials to be used in this area.

This revision was completed in 1968-69 by the teachers of the educable mentally retarded, the school psychologist, and the director of pupil personnel.

Mr. Carol D. Bailey, Chairman, High School Teacher

Mrs. Anna Marie Smith, Junior High Teacher

Mrs. Sue Diehl, Secretary, Junior High Teacher

Mr. Ronnie Powell, Elementary Teacher

Mrs. Barbara Nichols, Elementary Teacher

Mrs. Emale Horton, High School Teacher

Dr. W. A. Nipper, School Psychologist

Mrs. Sarah Ketron, Director, Pupil Personnel

April 1969

INTRODUCTION

The program for the Educable Mentally Retarded in Oak Ridge includes three elementary classes meeting in an elementary school, two junior high classes meeting at Jefferson Junior High School, and two high school classes meeting at Oak Ridge High School. The special education teachers for each group do team teaching in appropriate areas. The elementary classes serve pupils of ages six through twelve; the junior high classes serve pupils of ages thirteen through sixteen; pupils may remain in the high school until age twenty-one. Responsibility for the curriculum and placement of pupils rests with the Department of Pupil Personnel.

The policy is to select for these classes only those pupils for whom we can predict, on the basis of the recommendation of the psychologist, at least a minimum degree of economic independence upon completion of the work in the secondary class.

I. Philosophy

Fundamental to the philosophy of education in Oak Ridge Schools is the recognition of individual differences among pupils and the commitment to the necessity of providing for each an opportunity to reach his maximum potential. The provision of special kinds of instruction must be offered pupils with low mental ability if they are to develop the social, intellectual, and vocational skills which will enable them to reach independence in the adult world without interfering with the progress of those who can learn more rapidly and with the regular methods of instruction. Thus, special education is the application of this philosophy to children of limited ability.

II. Purposes of Special Education

A. To help each pupil understand his limitations, his assets, and his responsibilities for self-care and civic duty to the degree possible for him.

B. To help each pupil master the rudiments of language arts, numbers and any specific latent skill he might possess to the extent of his ability.

C. To help each pupil develop those skills by which he will be able to care for himself as an adult in society and in the world of work.

D. To provide for each pupil the opportunity to develop some specific skill by which he will be able to attain economic independence.

E. To see that each pupil, before he is terminated or graduated, is in a job or is working with some agency such as the Vocational Rehabilitation Service.

F. To give pupils training in developing satisfactory human relationships through the practice of rules of good mental and physical health.

G. To help the parents understand their child's limitations and enlist their cooperation in the development of their child's potential.

CLASSROOM ENVIRONMENT

The classroom should be attractive, colorful, and one in which the child can take pride. The atmosphere must be one of warmth and understanding with an appreciation and acceptance of individual differences. The child must be accepted as he is and given encouragement and praise for the effort he puts forth.

He must be provided with activities and experiences so that he can participate and become recognized as an accepted and contributing member in his group. Because of short attention span, the activities must be varied, interesting, and planned according to the child's potential.

The development of good work habits should be a part of every activity. This makes it necessary to allow adequate time and much repetition.

Since the capacity of the retardate for abstractions is limited, he must be given opportunities for first hand experiences related to his daily life so there is a carry over from school to experiences outside of school.

DAILY SCHEDULE

The daily schedule for the mentally retarded should be flexible. Individual needs must be met as they arise. Advantage must be taken of children's experiences, and much of their academic work built around these experiences. However, a definite plan with consistency in routine and control are necessary to build security for each child.

The program must be well planned to include training in routine order, specific directions, systematic drill in social relationships and directional behavior.

Each child will require individual instruction, yet it is most important for the group to be given opportunities to work together at times. Activities should be varied so that each child has an opportunity to contribute and feel some satisfaction in his accomplishment and acceptance.

ELEMENTARY

ELEMENTARY

Maturational Skills

Handling books

Manipulative skills (books, crayons, pencils, eating utensils, buttons, buckles, shoelaces, scissors, brushes, catching, throwing, etc.)

Toilet training

Eating (chewing, etc.)

Sequential skills (movement from top to bottom, left to right)

Walking, running, climbing, etc.

Speech

Rhythm

Sense training (smell, touch, taste, hot, cold, etc.)

General
Body orientation
Sharing experiences

Concepts

Specific articles (knives, books, table, chair, etc.)

Direction

Color

Shape

Size

Distance

Amount

Sequence

People (teacher mother, etc.)

Comparison (similarities, differences, etc.)

Authority
Parent as head of home, teacher as head of classroom, policeman, bus driver, safety patrol

Vocabulary (development of verbal symbols for increased number of articles, activities, relationships)

Moral values (concepts of acceptable and unacceptable behavior)

Social Skills

Getting to and around school

Using bathroom

Using cafeteria

Safety

Consideration of others

Listening

Using community helpers

Getting needed help

Accepting limitations

Group living (home and school)

Keeping promises

Independent movement in building

Personal grooming (brushing teeth, combing hair, etc.)

READING

Reading is a developmental process for each individual. The basic skills must be taught in systematic sequence.

There are many and varied ways of teaching reading. The teacher should be familiar with numerous methods. The methods used will differ from individual to individual as the teacher knows more about his pupils. The teacher must be adaptable, and the program must be a flexible, on-going process.

The adjustment of a reading program to the needs of individuals is a continuous process.

In the development of a reading program, the readiness of every pupil at each progressive stage must be diagnosed and provisions made to meet the needs of each child.

At the pre-reading level teachers invariably find that children differ in the following respects:

1. Ability to make a contribution to a group (as sharing experiences)
2. Amount of self security
3. Speaking and understanding vocabulary
4. Facility in the use of words and sentences
5. Visual perception and discrimination
6. Auditory perception and discrimination
7. Interest in learning to read

At the elementary level - pupils may differ:

1. In ways already mentioned
2. Ability to move from left to right
3. Ability to associate ideas with printed material on charts, cards and in books
4. Ability to care for books
5. Ability to work independently in games, seat work, and small group activities

Elementary Reading

Keeping these things in mind, the teacher must ascertain the maturity of each child with respect to the abilities and attitudes needed in learning to read. He must provide a program and supply the materials through which each child may achieve.

Objectives of the Reading Program:

1. To develop within each child a self-concept (that he is accepted and able to achieve)

2. To orient children to school

3. To promote language growth

4. To build concepts

5. To improve visual discrimination - form or shape, internal and external detail, position, color, serial order, size,arrangement

6. To develop auditory perception - gross discrimination - listening for sounds such as trains, planes, etc.; fine auditory discrimination - which sound is different, higher, lower

7. To build vocabulary

8. To continue to evaluate individual growth according to abilities

9. To provide adequate materials and instruction to meet individual differences

Readiness for reading must always be considered the first step. It is not separated from these processes but rather should be thought of as the first stage a child goes through in learning to read. The reading readiness stage requires definite training and should precede all book instructions in reading. Following are some factors affecting reading readiness with some suggested activities:

1. Language ability

    a. Stories
    b. Showing interesting pictures. Tell about pictures. Increase length of sentences in describing pictures.
    c. Classify objects. Make a chart of pictures illustrating a general idea, such as fruits, vegetables, furniture, animals, things mother

does, things father does, toys, opposites, numbers, colors, etc.

- d. Question children about stories read. Retell a story.
- e. Report current events. "News" periods.
- f. Bring toys, pets, and other objects to school, and talk about them.
- g. Excursions and trips.
- h. Plan activities verbally before executing them.
- i. Simple science experiments.
- j. Construction activities. Plan verbally.
- k. Poems, rhymes, and choral verse.
- l. Moving pictures, still films, slides, stereographs. Discussion follows.
- m. Make a game for prepositions. Put an object in, out, under, beside, below, above, or behind the box.
- n. Make a game for adverbs. Have the children walk quickly, slowly, sadly, quietly, noisily, happily, and so forth.
- o. Make a game for adjectives. Ask children to identify the blue, red, big, little, round, yellow, orange, stupid, smooth, hard, or soft ball. Have them pretend they are big, little, brave, unhappy, happy, kind, old, or young. Let them describe clothes and other items in their environment.
- p. Make a game for verbs. Have children walk, run, skip, hop, play and so on. Question the children: what can a boy do, a girl, a mother, a father, a dog, or a tiger?

2. Memory span

- a. Place several small familiar objects on a table, covered by a cloth or paper. Remove the cover exposing objects for a few seconds, replace the cover and ask the children to name as many objects as they can recall. Gradually increase the number of objects exposed. This game requires careful visual attention.
- b. Call off a series of numbers. Have children repeat or write numbers heard.
- c. Place several objects under the cover on the table. Expose these objects for a few seconds. Have the children close their eyes while one object is removed. Rearrange the remaining objects. Expose them again while the children try to recall which object is gone.
- d. Expose a simple pattern for a few seconds. Remove it and have the children draw from memory.
- e. Expose a picture containing a number of items. Remove and have the children tell as many things

as they remember seeing.

f. Describe some object and have children guess what it is. For example, "I am thinking of something little and white with long ears and a short tail and pink eyes," and so forth. Children try to visualize while the object is being described. Describe the clothes and appearance of some child until the children can guess who is being described.

g. Children count or name rows of objects from the left to the right. They count with their fingers, then with their eyes alone. Recognize number of objects in a group.

3. Auditory abilities

a. Children listen to jingles and nursery rhymes, especially those which emphasize a particular sound, such as Bye Baby Bunting. Choral speaking of rhymes and poems is helpful.

b. Ear Training through the Use of Jingles and Rhymes. Phonics Bulletin - Lyons and Carnahan.

c. Make a chart containing pictures of objects whose name begins with the same sound. Have the children point to the picture, naming it and listening for the beginning sound.

d. Give an oral direction involving two commissions, then three, then four or five.

e. Tell a story of two or three sentences. Have the children retell it as accurately as possible.

f. Tap on the desk several times. Have the children count mentally and then tell the number of taps. Vary the procedure by tapping slowly, quickly, and in irregular rhythm. This requires careful attention to auditory stimuli.

g. Singing and musical games are very helpful for children who need auditory training.

h. Discover the speech sounds which are defective. This may be done by making a sound book. Paste a number of pictures on a page illustrating a certain speech sound. Prepare a page for each sound. Choose pictures illustrating the speech sound in initial, middle, and final positions. To illustrate the "K" sound, for example, paste a picture of a cat, monkey, duck, and so forth. As the children name the pictures, help them with their mispronunciations.

i. Help each child with the particular sounds he cannot say. Show him the position of the lips and tongue for the sound. Have him listen to the sound in rhymes and jingles. Have him try to say the sound in easy words, that is, words having only the sound to be learned and a vowel such as key and cow.

j. Child says a word as slowly as possible, then as quickly as possible. The slow performance will prepare him for blending sounds later in phonetics. Teacher says a word slowly. Child tries to connect parts into a meaningful word. The slow and then fast performance will aid in flexibility and control.

k. Children imitate sounds, such as that of an airplane, a train, an auto, a clock, a dog.

l. Children play games requiring different types of voice: baby bear, mother bear,and father bear.

4. Visual discrimination

a. Have children find letters that are the same or different in a group of letters.

b. Distinguishing similarities and differences in forms, words and letters. Ask the children to find the word that is not like the rest: big, by, big and big. Find words that start alike: that, hat, then, ring. Ask children to find words that end alike: man, mouse, house, hand. Match objects, colors, numbers, words, and so forth. Children put together simple jigsaw puzzles. Children learn to recognize and copy their own names.

c. Children use general configuration and length of words as cues to the recognition of familiar or partly learned words or as cues to the learning of new words.

5. Motor abilities

a. Rhythmical work with music is helpful, such as skipping, hopping, and dancing.

b. Handwork, drawing, construction work, carpentry, and similar activities are also helpful.

c. Have children trace around a form, a circle, a square and so forth trying to keep on the line.

d. Permit the child to use his preferred hand. If he is ambidextrous, help him to make a choice and develop a preference after determining by experiment the hand most frequently used and the one having the better control.

e. Have children cut out forms, trying to cut on the line.

f. Have them fit together objects, such as nested cubes, peg boards, and so forth.

g. Have the children trace a name with pencil or crayon, using carbon paper. Have them lift the paper to see how accurate the tracing is. Have the children connect dots in straight lines and in picture form.

Methods and Activities

Beginning Reading

A. Introduction: Parents and teachers must work together. Teachers need parents' help - parents need teachers' help. Never take anything for granted, start at the beginning. For example, even if a child says he knows red, let him show you the red crayon. The teacher must know all he can about the individual child. He must not be satisfied with generalities of limitations of the children.

B. Teacher Responsibilities

1. Provide concrete and repetitive material. For example:

   top   top shelf   top of head
   top of desk   top row   top of table

2. Provide the child with incentive by giving him a feeling of success and gearing work to his level.

3. Create a relaxed atmosphere, one in which learning is non-pressured.

4. Be patient, kind, understanding, firm, fair, and consistent in all work.

5. Provide experiences in familiar places with familiar objects.

C. Readiness - realizing that reading is a process the teacher must start with preparing the child to:

1. Read lots of stories.

2. Talk about how to handle books.

3. Show how to turn pages.

4. Provide many oral communication opportunities such as "sharing" time.

5. Provide opportunities to look at pictures and talk about them. Encourage children to progress from single words to descriptive sentences.

6. Provide opportunities to listen to records
7. Develop an understanding on the child's part that written, printed words mean something
8. Develop child's awareness of likenesses and differences (matching pictures, shapes, letters, and words)
9. Develop left to right movement in work formation and reading.
10. Develop a desire to read - a desire within the child himself.
11. Hold child's attention
    a. Collect and select suitable, interesting material
    b. Vary activities
12. Develop charts
    a. Stories about child's own experiences
    b. Teacher reads these to children
    c. Go over words slowly - one by one
    d. Find words that child already knows
    e. Find one new word to learn
    f. Read chart with child.
    g. Go over new words again and again.
13. Provide for choral speaking of poems and jingles with use of finger plays.
14. Provide games - giving child something to do while he learns. (Ginn Manuals)
15. Use manipulative devices.
16. Provide for self-expressive opportunities through news period (trips, family fun, pets, and toys)

D. Building Vocabulary

1. Use familiar signs (street, traffic, store, etc.)
2. Compile list of sight words.
    a. color words
    b. action words
    c. kinds of weather
    d. months of year
    e. safety words (go, stop, danger)
    f. place words (men, women, school, store, in, out)

3. Always introduce word in context (such as red crayon, let a child run fast).

4. Use many pictures.

5. After meaning has been established, then use many devices and drills to help child master the word.

6. Introduce one word at a time.

7. Give time and opportunity for a child to learn a word before confusing him with too many.

8. Give drills.
   a. underlining words that are alike
   b. circling words
   c. tracing words

9. Use basic words in sight vocabulary in conversation, songs, arts and crafts (labeling), identifying colors.

10. Use games and formal drills (correlated into the total program). See games sheet.

E. Phonics - taught after sight vocabulary has already been established - build on what the child has already learned.

1. Begin with consonants p- b- m- w- h- d- j- l- s- z- t- n- g- k- y- f- v. (Continental Press, Visual and Auditory Perception sheets).

2. Call attention to words that look alike (house, horse) but do not give them the vowel sounds (not ready for this).

3. Train the ear to listen, the voice to speak, and the eye to see.
   a. saying rhymes
   b. listening to sounds
   c. repeating after the teacher

4. If necessary, spell out words to child.

5. Train eye to recognize the letters and words.

6. Teach alphabet (letter separately).

7. Teach sound of consonant letters.

8. Teach what words mean
    a. use oral reading
    b. use words in sentences
    c. bring words up many times
    d. drill is essential
    e. use concrete experiences and games

F. Reading in Books

1. Avoid giving children books with which they have previously met failure.

2. Use short books - read quickly at first to give child pleasant incentive to read.

3. Tell child proper nouns. Often beginning with a picture for each word helps the child learn more quickly.

4. Provide interesting material.

5. Establish good work habits (left-to-right, posture, use of board and charts).

6. Correlate reading with all work (music, songs, jingles, rhymes, art-labels, color words, numbers - counting, number words).

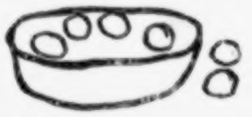
7. Give simple instructions.

8. Use much repetition.

G. Miscellaneous Devices

1. Experience stories.
"We went for a walk."
"We saw---------."

2. Picture stories
"How many in the basket?"
"How many out of the basket?"
Then write a story on the board or chart.



3. Class made books (using scissors, construction paper, white or lined paper, stencil work, cut pictures, or drawn pictures).

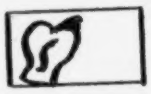
Select category:
pets
animals we like

big animals
little animals
toys we like
places we like to go
ways to travel
clothing for summer, spring, fall winter

4. Seat work with teacher supervision and independent seat work
    a. picture recognition - loose pictures to match
    b. form perception
    c. word recognition
    d. phonics
    e. comprehension
    f. inference
    g. different views of same thing

5. Form perception - for developing recognition of slight differences. Teaching eye-hand coordination with peg boards and block designs.

6. Matching words
    a. words to be labeled
       draw the picture and label
    b. words to words
        1. "Find me - Keep me"
        2. puzzles - word pictures
    c. words to unlabeled pictures
    d. letter puzzles
    e. colored letters to separate words
    f. cut-out sentences
    g. crazy alphabet



APPLE	AIRPLANE	TREE

7. Listening games - each becomes an animal, "it" who is blindfolded finds each child as he makes the sound.

8. Vocabulary games

GAMES FOR BUILDING VOCABULARY

SIGHT VOCABULARY is the number of words a child can recognize automatically. Growth in sight vocabulary is one of the important signs of reading development. Once a month is none too often to check each individual child in a primary group. The games which follow may be used informally in addition to tests and word cards to increase sight vocabulary. It is suggested that flash cards for use in these games be made from tagboard cut 3 inches by 9 inches, and the word written on each card in manuscript writing.

a. Surprise Game - Place the cards in the chart-holder face down. Each child may have a turn to take a "surprise." If he does not know the word he takes, he must put it back. Who will get the most cards?

b. Circle Game - The children sit in a small circle on the floor. The word cards are face down on the floor in the center of the circle. The first child picks up a card and tells what it is. If he knows, he may keep it. The next child may take that card or another.

c. Save-Pack Game - Quickly flash the word cards around the group giving each child a turn. If a child misses a word, he is given a duplicate card for his "save pack." He works on his "save pack" whenever he has an opportunity and gets other children to help him. As soon as he masters one word, his "save pack" is one smaller. The children can try to see if they know each other's "save packs."

d. Send-Away Game - Write a word on the board while the children watch. Erase the word as soon as it is written. "What word did I send away?" This may be varied by having a great many sight words written on the board. A child may send away (erase) any word he knows.

e. Take-Away Game - Place a number of word cards on the chalk rail or in the chart holder. Tell a child that he may have all the cards he can name correctly. When one child is through, add more cards. Who will get the most cards?

f. A Ball Game - Each child is given a word card. He stands behind his chair and puts his card on his chair. The "teacher", one of the children in the group, bounces the ball to the first child. As the child catches the ball, he says his word. If he says it correctly, he picks up his word. If he misses, the card stays on his chair. At the end of the game the direction is given, "Change your card with the person on your left (or right, or change cards left and right). The child who has missed is told his word and does not change his card.

g. Two Things to Watch - Fill the chart holder with word cards. Write the number 4 on the board. Tell the first child that he may take that many cards. Have him name each card as he takes it.

Change the number for the next child, and so on. How fast can he get all the cards from the chart holder?

h. I Am Thinking of a Word - Fill the chart holder with word cards. One child starts by saying, "I am thinking of a word." The next child says, "It is ......?" and names one of the cards in the holder. This continues until some child finds the right card. Then the game begins over again.

i. Post Office Game - Fill the chart holder with word cards. Each word represents a letter in the post office. The children come one at a time to claim their letter. When all words have been removed from the chart holder the children exchange cards and mail their new letters.

j. Three-Pack Game - Three identical packs of cards are needed. One child looks at his pack and calls a word. Each of the other two children try to see who can find that word in his pack first. The one who does places the word face up on the table. Which one of the second two children will get rid of his pack first?

k. Ladder Game - Have the cards arranged in packs of ten. Give a pack to a child and ask him to make a ladder with them. The first card goes into the bottom slot of the chart holder. Each succeeding card goes into the next higher slot. The child can use only the words he knows. How high can he make his ladder? Who else can climb the same ladder? Who can climb down?

l. Stoop Game - Quickly flash the word cards around the group, giving each child a turn. If a child misses a card, he must stoop. If he is quick enough to say another card before the child whose turn it is can say it, he may rise and that child must stoop. The children who do not have to stoop win the game.

m. Streetcar Game - One child is the conductor. He stands behind the chair of the first child in the group. The teacher flashes the card. If the conductor says the word first, he continues to be conductor and moves on to the chair of the next child. If the child who is seated says the word first, he becomes the conductor.

n. I am Thinking of a Word That Begins Like -Fill the chart holder with groups of words, the words in each group beginning with identical consonants. The first child says, "I am thinking of a word that begins like house." The next child may say, "Is it home?" The game continues until some child says the word the first child was thinking of. Then that child starts the game over again.

o. Another Ball Game - The children stand behind their chairs but this time they read their cards and place them on the chairs so that the cards will be facing the "teacher" (a child). As the "teacher" bounces the ball to a child, she says that child's word. If she misses the other child becomes the "teacher." When the game is ended, the direction is given, "Change your card with the person on your left (or right, or change cards left and right.)" The child who has missed is told his word and does not change his card.

p. First-Chair Game - Call the chair at the left of the circle the first chair. A child can stay in this chair only until he misses a word. Then he goes to the end chair and the rest of the group moves up. Any child in the group who misses a word goes to the end chair and the others move up to fill his place.

q. Two-Team Race - The children choose two teams. The game proceeds like a spelling match.

r. Hunting Game - Several children blind their eyes. The rest of the group hide the cards (in plain sight). At the word "ready" those who are "It" hunt for the cards. No card may be taken unless the word is known. The one finding the most cards wins.

s. Passport Game - Each child has a card (passport). They must show their passport (say the word) before they may go on board the boat. When the captain calls their port (their word) they must get off the boat.

t. Train Game - The children are divided into two groups, each group representing a train. The cards are flashed to the engine (first child) on each train and then to the rest of the cars, in order. Any child who does not know the card which is flashed to him is given the card. The train is not ready to go if any child in the train has a card. Which train will start first?

Materials

Large picture books from the library
Large pictures cut from magazines
Alphabet books
Story books
Readiness work sheets - Hays Publishing Co., Continental Press, Jenn Publications, and teachers originals
Help Yourself Series - Whitman Publishing Co.
Songs
Poems
Finger plays
Magazines - Instructor, Grade Teacher, Jack and Jill, Highlights
SRA Reading Laboratory - word games and power builders

A. Reading Series

1. Stanwix Books for Exceptional Children (in order of difficulty)
   Reading Readiness - Individual pads, set of 40
   About King
   About Mary and Bill
   Come Along
   Making Friends

2. Gateways to Reading Treasures, Laidlaw, 1960
   Primer - Tales to Read
   First - Stories to Remember
   Second - Storyland Favorites
   Third - Doorways to Adventure

3. The Deep-Sea Adventure Series, Har Wagner, 1959
   First - The Sea Hunt
   Second - Treasure Under the Sea
   Third - Submarine Rescue
   Fourth - The Pearl Divers
   Fifth - Frogmen in Action

4. Cowboy Sam Series, Beckley-Cardy, 1954
   First - Cowboy Sam
   Cowboy Sam and Freddy
   Cowboy Sam and Shorty
   Second - Cowboy Sam and the Rodeo
   Cowboy Sam and the Fair
   Third - Cowboy Sam and the Rustlers
   Cowboy Sam and the Indians

5. The Button Series, Benefic Press, 1954
   Pre-Primer - Bucky Buttons
   Primer - The Buttons at the Zoo
   First - The Buttons Take a Boat Ride
   Second - The Buttons Go Camping
   The Buttons at the Farm
   Third - The Buttons and the Little League
   The Buttons and the Boy Scouts
   The Buttons and the Soap Box Derby

6. The Frontier Series, Benefic Press, 1954
   First - Dan Frontier
   Second - Dan Frontier Goes Hunting
   Third - Dan Frontier with the Indians

7. Chuckle Stories, Row, Peterson & Co., 1955
   (in order of difficulty)
   The Sign Says Stop
   Repair It, Fix It, Make It Right
   Danger, Danger, All Around
   Houses on the Left,Houses on the Right
   Two Birthday Presents for Father
   The Clock in the Night

8. Bingo Series, Row, Peterson & Co.
   Bingo the Magic Man
   Bingo Likes Pets Too
   Bingo Misses a Puddle
   Bingo and the Lost Kitten
   Bingo Gets Boys Cut
   Bingo Stops the Tease

9. The Cat in the Hat Series, Random House, Dr. Seuss
   First - The Cat in the Hat
   The Cat in the Hat Comes Back
   A Fly Went By
   A Big Ball of String
   Sam and the Firefly
   The Big Jump

10. The Wonder-Story Books, Row, Peterson & Co.
    First - I Know a Story
    Second - It Happened One Day
    Third - After the Sun Sets

11. Help Yourself Series, Whitman Publishing Co.

12. Jim Forest Series - Harr Wagner, 1959
    First - Jim Forest and Ranger Don
    Jim Forest and the Trapper
    Jim Forest and the Bandits

13. Morgan Bay Mysteries, Harr Wagner, 1962 (High interest, low vocabulary from late second grade level up)

14. Bank Street Readers, Macmillan, 1965 (Especially good for minority groups)

B. Worktexts

1. Readiness Books - SRA, Dolch
2. Weekly Reader Skill Books, Ohio
3. Ginn Phonics Series

C. Ditto Materials

1. Continental Press
2. Frostig Program of Visual Perception - Follett Co.

D. Other Materials

1. Peabody Language Development Kit
2. Kindergarten Activities - with teacher's guide
3. Flannelgraph
4. Grade Teacher - Listening games, games for language development
5. Ginn Manual - learning activities and games
6. Choral Reading - Row Peterson
7. Talk, Read, Write, Listen - Macmillan Co.
8. Ginn - Kit A and B - Language Development for Pre-Reading
9. Finger and Action Rhymes - Owen Publishing Co.
10. Weekly Reader - Education Center, Columbus, Ohio

Maturational Skills

Body orientation
Copying geometric forms
Turning corners
Reproducing letters and numbers
Coordinative exercises
Closure (completeness)
Positioning on page
Word formation
Listening and following directions

The main purpose in handwriting is to produce a skill which will result in an effective means of communication of thought.

In the elementary group, manuscript writing is taught. This form of writing is physically much easier and involves much less strain than cursive writing. Boys and girls approach handwriting not as a separate subject but as a tool for language expression and a means of language development through this expression.

Many of the skills that are essential for success in handwriting have been developed at early levels of the reading program. For example, the basic reading program develops left to right progression and the skills of auditory and visual discrimination of images for the purpose of remembering the word forms. Therefore, in the handwriting program children proceed to create images of letter forms. We must always keep in mind that all children do not develop and do not learn at the same speed. Therefore, they will vary in ability to attain the skills.

Some skills used are:

1. Associating letter forms and names.
2. Associating capital and small forms of letters.
3. Associating printed and manuscript forms of letter.
4, Eye and hand coordination.
5. Left to right progression.
6. Strengthening memory of letter forms based on visual imagery, auditory imagery, tactile imagery, and kinesthetic imagery.
7. Perceiving and estimating relationships.
8. Space between letters in words.
9. Word formation and spacing.
10. Size.
11. Placement.
12. Legibility.

Some purposeful situations used involving handwriting experiences and practices:

1. Reproducing letters and numbers with tracing paper.
2. Writing child's own name.
3. Writing labels.
4. Writing child's own address and telephone number.
5. Copying experience charts.
6. Copying messages to take home.
7. Writing thank you notes, invitations, and get well cards.
8. Writing spelling words.
9. Writing sentences with spelling words.
10. Writing daily news stories.

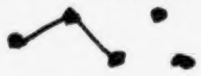
Methods and Activities

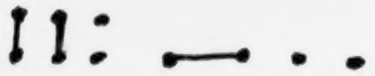
If using unruled paper, fold to make a crease an inch apart. If using ruled paper, get paper with lines an inch apart.

Use a pencil with a large soft lead that will make a broad mark.

Writing on blackboard

Start with connecting points on the blackboard. Follow with seat work in connecting of points on worksheets as





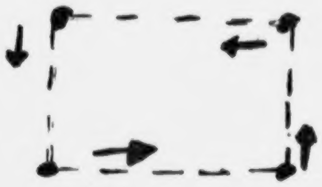
Children should watch the teacher as he puts a copy on the blackboard.

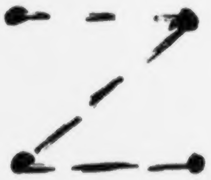
Give children, small groups of children, chalk to work with. Here they see each other working. This inspires them as they work. The teacher can see just exactly where and when the child needs help.

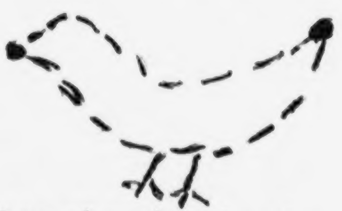
The chalk should be held with the blunt end toward the palm of the hand.

Crayons

Children are given crayons to mark, draw, follow dotted lines from specified points as







Color many pictures, some according to teacher's instruction, others according to choice child makes himself.

Stencils

Use stencils for numbers, letters of the alphabet and geometric figures. Follow inside framing of stencil with a pencil first. Then outline form with crayons.

Elementary Writing

Forming of letters of the alphabet.

The teacher should show the children alphabet cards, then make the letters of the alphabet on the blackboard while children watch.

Give individual worksheets with one letter of the alphabet to children for seatwork practice.

A meeting of parents and teacher explaining the proper formation of the letters of the alphabet - starting points and downward straight strokes. Have available worksheets of the alphabet for each child and send them home for the parents.

Establish correct habits from the beginning as:

a. Good posture
b. Hold pencil loosely
c. Placement of paper - keep paper straight on desk in front of the child

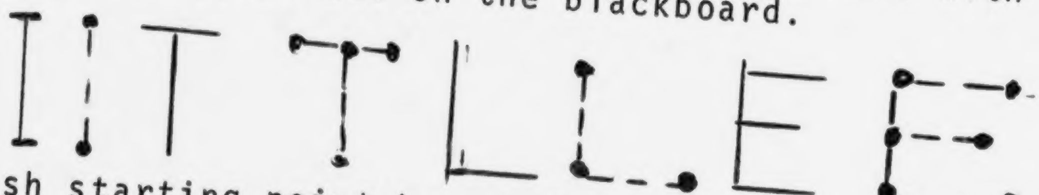
Keep a special time for practicing writing (manuscript) daily.

Teacher should keep close check and supervise each child during practice period. Correct mistakes immediately, even by holding and guiding the child's hand as he works.

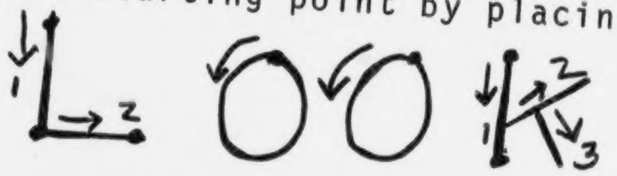
Give each child a worksheet and some tissue paper - letting him trace over letter forms. Talk about when and how each letter starts, encouraging the child to start at the correct point and proceed in the right direction.

Talk about and illustrate the downward straight stroke, as making the letter l, and the circle. Make lots of circles, big and little circles.

Talk about the six capital letters that are made with vertical strokes - illustrate on the blackboard.

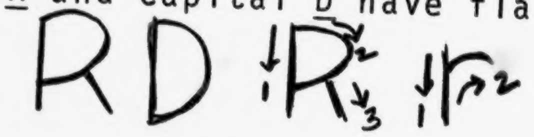


Establish starting point by placing dots as the word look



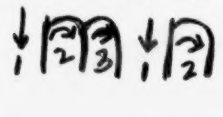
Show the child how to space, using his forefinger on the left hand as a guide.

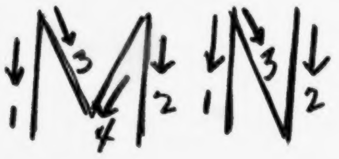
Capital R and capital D have flat tops



small r has a round top
Show child when and how to lift his pencil

Working on M and N





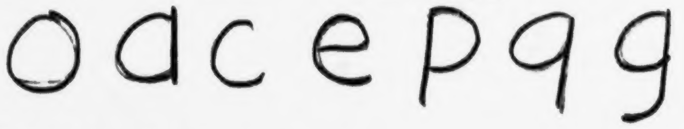
Let the children practice - call attention to arrow again, showing them where to start and when to lift their pencils.

Ask a child to look at his work - check how it looks (teacher and child evaluation)

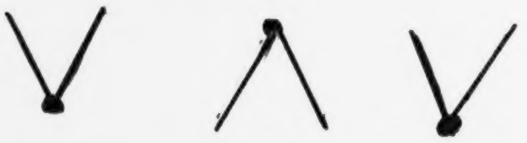
a. Are your letters wide enough?
b. Are your circles nice and round?
c. Are your stick letters straight?
   Make them strong and straight.

The teacher makes a name card for each child. Let child copy name on papers, pictures, and materials that belong to him.

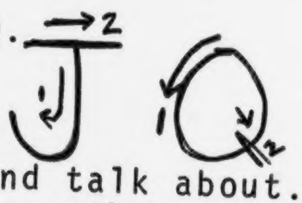
List all the round letters. Practice



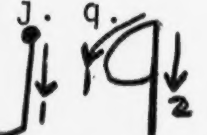
Use two slanting strokes to make a V. Form a point on the bottom line.
Illustrate with a housetop then turn upside down.



Capital J. Q.



Small j. q.



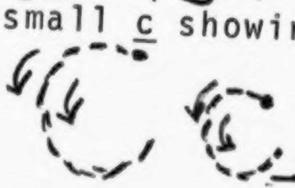
Illustrate and talk about. Talk about letters that rest on the base line; others that go below base line.

Use Zaner Bloser writing books for seat work, copies for practice.

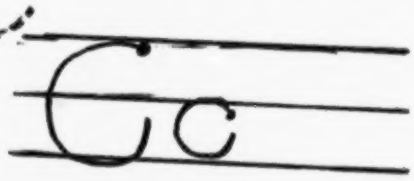
Practice making groups of letters as

(oaeci) (mnrsuvwxz)
(bkfdlt) (gqjyp)

Develop capital C and small c showing starting points



Following dotted lines



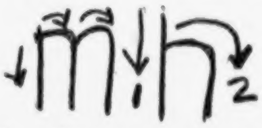
Use arrows to show where letters of the alphabet start

Look closely at the letters used to form a word as

m o t h e r

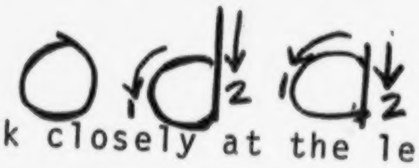
Find a little word in the big word - her.

Practice making



Use of arrows with dots to show where letter formation starts.

Use a round letter and a stick together

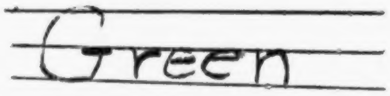


Encourage child to look closely at the letters used to form a word.

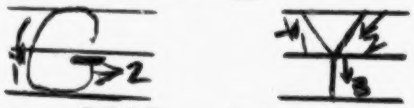
Talk about size and placement of small letters following a capital letter - illustrate on blackboard.

Elementary Writing

Use board chalk lines



Practice placement of G and Y



Look at safety signs STOP. Teacher writes on blackboard GO. Co-relate with art work and safety lesson. Make a stop light with sign STOP and GO.

Teacher puts capital F and little f on blackboard. Call attention to the difference - F has a flat top - f has a round top.

Sand
Use flat tray, let child experiment, tear up and do over for practice.

Finger painting
Either on paper or directly on formica table top.

Talk about high letters and the low letters in the child's name. Talk about the capital letter at the beginning of his name.

How are Capital Y and small y different?

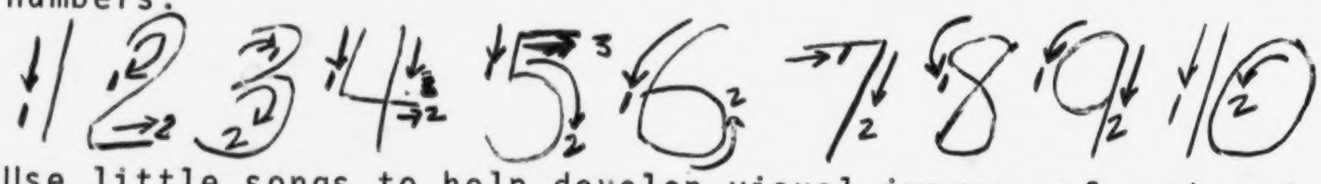
How is G different from C?

M and W - Make on paper and show children, then turn them upside down - see likeness.

Work daily under direct teacher supervision until child is able to work on his own, using Zaner Bloser writing book and chart as his guide.

Show filmstrips on manuscript (Zaner Bloser).

Talk about the correct direction of strokes in writing the ten numbers.



Use little songs to help develop visual imagery of number formation.

Example of one song
One stroke down and we make a 1
One stroke down and we make a 1
One stroke down and we make a 1
We made the number one

Half around and then across
Half around and then across
Half around and then across
We make the number 2.

Half around and around again
Half around and around again
Half around and around again
We make the number 3.

As we sing sometimes teacher makes numbers on blackboard where children can see. Other times we pretend to write them in the air.

Writing for the left-handed child.
The left-handed child should never be made to feel different or inferior.

An appropriate method of instruction rests on five essentials:

1. Correct position of paper. The paper should always be placed so that the lower edge is at the right angle to the arm being used.
2. Correct grip on the pencil. The pencil should, from the very beginning, be grasped at least an inch from the point. This makes it possible for even the small child to see over and around his hand.
3. Proper relation of the hand to the baseline. The left-handed child should place his hand below the baseline so he is able to see the longest loops.
4. Appropriate slant. Any slant between vertical and forty-five degrees to the left of the baseline is satisfactory.
5. Left-handed children need no special type of pencil. Left-handed children should use the same methods as used by right handed children with the position reversed. If given proper instruction, they should be able to write as easily, comfortably, and legibly as anyone else.

Materials

A. Books

1. "Ready to Go" - pre-writing
2. Zaner Bloser writing books and manual
3. Capital Letters in Manuscript Writing
4. Capital Letters in Cursive Writing
5. Small Letters in Manuscript Writing
6. Small Letters in Cursive Writing
   From Zaner Bloser Company, Columbus, Ohio

Other Materials

- crayons
- pencils
- magic marker
- paper- non-ruled
- paper - ruled
- paper - with squares
- alphabet wall cards - green
- blackboard
- staff liner for board work
- geometric forms to copy
- stencils of alphabet
- filmstrips
  - small letters and numbers
  - capital letters
  - vocabulary development
- sand trays
- clay "tablets"
- finger paints
- flannel board - with felt alphabet and cut out animals
- charts
  - Reading Readiness - Winston
  - experience charts
  - Alphabet Chart - Ideal
  - alphabet chart - classroom made stressing initial sounds
- flash cards
  - Alphabet Picture Flash Cards - Milton Bradley
  - Picture Words- Dolch
  - Proper Words - Dolch
  - Phrase Cards - Sentence Cards - Winston
  - word cards - classroom made
  - number word cards - classroom made
  - color word cards - classroom made

SPELLING

Spelling is closely related to the learning of reading. It involves auditory and visual memory and motor ability. The spelling words should be words that the child will need in his daily living. Both handwriting and reading skills should be developed before attempting the teaching of spelling.

Methods and Activities

Kinesthetic - child looks at word, traces it while saying it, writes it from memory
Visual - child sees the word
Phonetic - child hears the word
Say the word
Use the word
Spell the word
Write the word
Begin simple dictionary skills
All spelling instruction should be adapted to the mental maturity and the needs of the child.

Materials

Flash cards of letters and words
Construction paper, scissors, and crayons
Rainbow picture dictionary

NUMBERS - (ARITHMETIC)

A child's growth in numbers is a part of his total growth. Just as he learns about his total environment by handling objects, observing things in action, talking to others, and practicing skills he needs to learn, he also learns to work with numbers through meaningful experiences. Therefore, readiness for understanding numbers must be given each child. In learning to use numbers, meanings and understandings are more important than just the memorization of number facts.

Children should have experiences with numbers in all areas of their school program - on the playground, in games, in the cafeteria, in art work, in the classroom and in their daily living. However, competence in using numbers must be developed step by step over an extended period of time. Working with numbers should be a satisfying experience in which the child feels success or achievement for his efforts.

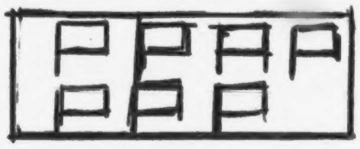
For the concrete stage of learning in the area of numbers, there are things in the classroom that can be used for counting and group activities: chairs, books, pencils, rulers, crayons, and of course, the children themselves.

Content
- Counting things
- Simple addition through three place numbers, including carrying
- Simple subtraction through subtraction involving some borrowing
- Multiplication through the 5's
- Division through the 5's
- Recognition of money pieces
- Use of clock face - telling time
- Use of thermometer - telling temperature

Concepts to be developed
- Form
- Measurement
- Day
- Today
- Time
- Morning
- Yesterday
- Tomorrow
- Take away
- Hour
- Minute
- Year
- Month
- Pair
- More - less
- Straight
- Big-little
- Long-short
- Many-few
- Heavy-light
- High-low
- Over-under
- Between-behind
- Center
- First-last
- Middle
- Far-near
- Tall-short
- All
- Some
- None
- Round
- Square

Methods and Activities

1. Develop rational counting 1-10
    a. Counting of crayons in a box
    b. Counting of children in the class
    c. Counting of milk to be served to class
    d. Counting of chairs for children to sit in
    e. Worksheets with pictures to be identified and counted
    f. Related activities as:



Color 3 flags red, color 1 flag green.

2. To develop orderly sequence. Example

Make top row of numbers 1 to 10

1 2 3 4 5 6 7 8 9 10

Have the children make the numbers in boxes.

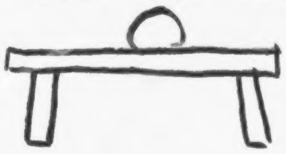
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Have children write the missing numbers.

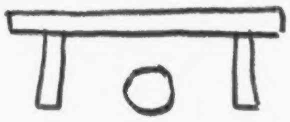
① ○ ③ ○ ⑤ ○ ⑦ ○ ⑨ ○

3. Develop understanding of over, under, before, after, left and right. Much of this can be done best through very simple games or even locating things in the classroom.

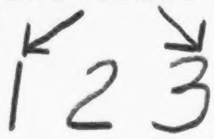
over the table



under the table



1,2,3 - one comes before 2

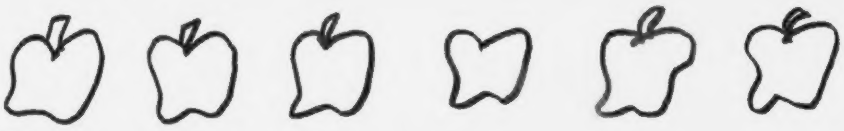


Let the children play a finding game. The teacher gives oral instructions using specific location terms as over, under, between, etc.

4. Develop understanding of next, last, first, second and third.

Ask first child in the row to give out papers.
Ask the last child in line to close the door.

Look at the first row of pictures and find the apple that is different.

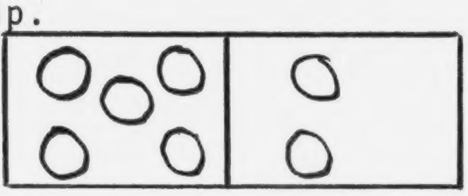


Color the first apple red.
Color the second apple yellow.
Color the third apple green.

5. Develop concepts of more and less.

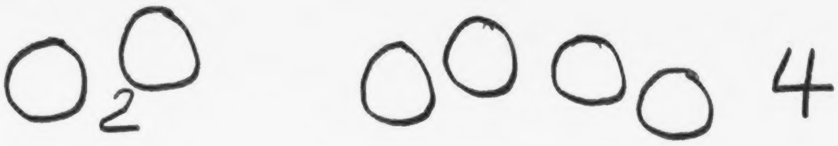
6. Develop the meaning of group.

Find the large group.
Find the small group.



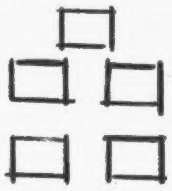
Provide realistic opportunities for children to find total group then arrange differently - use magnetic boards, flannel boards, pictures cut from old magazines.

7. Develop meaning of in all.



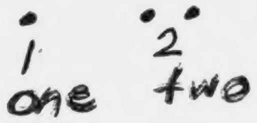
How many do you see in all?

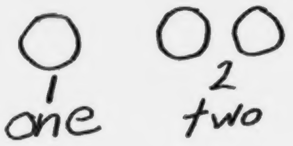
8. Develop readiness for addition through associating the number of objects in two groups with the numbers they represent.

 5 and are__________.

Use concrete experiences with movable articles such as counting blocks, sticks. Use worksheets for individual seat work practice.

9. Introduce the three ways of showing a number



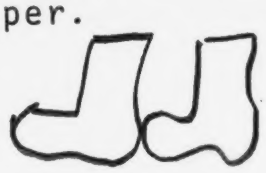


10. Extend rational counting to 20 on to 100.

. . . . 11

. . . . 12

11. Develop the meaning of pair - as pair of shoes, gloves, socks. Cut from magazine and paste on manila paper. Label a pair of socks



12. Have children act out situations in which they can form groups. Seat six children at table - count - then divide into groups

3 on one side
3 on other side

4 on one side
2 on other side

4 + 2 = 6
2 + 4 = 6
3 + 3 = 6

Use many such group illustrations.

13. Use small wooden blocks for addition and subtraction combinations - they are easily manipulated by children.

14. Counting by 5's, 10's, 2's, 3's. Use number fence. Children can place posts in the little block fence and count as they do their work.

15. Use of money
    a. Playing store - buying and selling, paying for purchases.
    b. Learning pieces of money - their value.

16. Reading and making calendars - locating birthdays, special holidays, and events.

17. Working with clock faces - learning time for school to begin, lunch time, time to go home, etc.

18. Learning to connect numbers with their own physical growth - height, weight, size of clothing, etc.

19. Games
    a. Count off
    b. Divide group for relays
    c. Point games - Going on a Trip I Saw
       List of things and give points to listing, such as
         house - 100
         car - 5
         barn - 10
         dog - 10
       Children read from card and draw what they see on their trip.

20. Learning about ruler, yardstick, pints, quarts, and gallon for measuring.

21. Using abacus
    a. counting from 1 to 100
    b. addition
    c. subtraction
    d. forming groups

22. Using magnetic board.

23. Develop form discrimination - circle, square, rectangle, triangle.

24. Making book with figures,

25. Learning room number, house number, clock numbers, pages in books.

26. Keeping attendance for class for week, using counting, adding, and subtraction.

Materials

A. Work Books
   1. Arithmetic We Need - Ginn and Co.
   2. Practices for Understanding Arithmetic - Laidlaw Brothers
   3. Arithmetic Workbook, second edition - Row Peterson
   4. I Can Count - American Book Co.
   5. I Can Add - American Book Co.
   6. Self-Teaching Arithmetic - Knowledge Master Books
   7. One by One and Two by Two

B. Film Strips
   1. Using Numbers (7000)
   2. Counting by 10's to 100

C. Other Materials
   1. large dice and dominoes
   2. clock face dial, No. 8062 - Milton Bradley
   3. counting frames
   4. abacus - large and small
   5. stamps
   6. watch
   7. clock
   8. chart to 100
   9. colored beads and counting bars
   10. flannel board
   11. wooden blocks
   12. play money
   13. perception cards
   14. rulers, yardsticks
   15. number cards
   16. quarts, pints
   17. cups
   18. spoon
   19. thermometer
   20. calendar
   21. egg cartons
   22. form - coordination board of geometric figures (circle, square, triangle)
   23. Educational Number Fence - Standard Education Society, Chicago, Ill.
   24. crayons
   25. pencils
   26. paper with square blank spaces
   27. flash cards
       addition - No. 9372 - Milton Bradley
       subtraction - No. 9372 - Milton Bradley
       likenesses and differences - classroom made
   28. drill cards
       set NRC - Number recognition and concept
       set NS 2 (subtraction)
       Puzzle Plan
          from Benton Review Publishing Co., Fowler, Indiana.

SOCIAL RELATIONSHIPS
LIFE FUNCTIONS

Due to the nature and content of the program for the mentally handicapped (elementary division), the following areas are taught through day by day experiences. Therefore, these subject areas will not be broken down individually but will be treated under the heading - Social Relationships - Life Functions: (1) Social Studies (2) Health (3) Safety and (4) Science.

The school situation provides opportunities for experiences that will help each child develop and expand his understanding and appreciation for our democratic society. We work continuously toward developing wholesome relationships among members of the group.

Children are given opportunities and encouraged to think for themselves and to take care of their own needs within the limits of individual capabilities and the limits that have been established by the group and the teacher. Developing responsibility and acceptable conduct are experienced through many and varied activities. In the daily program, social relationship activities are correlated with art, reading, and music.

Content

I. Social Studies
    A. School Orientation

    B. Holidays

    C. Community helpers
        1. Postman
        2. Fireman
        3. Policeman
        4. Milkman
        5. Doctor
        6. Nurse
        7. Dentist
            and others

    D. Love for our country
        1. Patriotic songs
        2. Pledge of allegiance
        3. Citizenship

    E. Family and home
        1. Self
        2. Father
        3. Mother
        4. Siblings
        5. Role of father and mother

6. Self care activities
7. Forming habits
8. Cleanliness

F. School
1. Teacher
2. Classmates
3. Room helpers

G. Neighborhood

H. Community

I. Transportation

J. Personal and social growth
1. Acceptance of self
2. Group relations
3. Taking turns
4. Sharing
5. Respect for others
6. Abiding by rules

II. Health

A. Physical health
1. Nutritional foods
2. Cleanliness and grooming
3. Sleep and rest
4. Care of teeth
5. Clothing and personal care
6. Communicable diseases

B. Mental health
1. Fairness
2. Honesty
3. Friendliness

C. Public health
1. Protecting others
2. Help given by doctors and nurses

III. Safety

A. At home
1. Store toys properly
2. Play near home in safe play area
3. Take turns
4. Share with others
5. Don't play with matches
6. Avoid bathroom accidents
   a. wet surfaces
   b. medicines

B. At school
  1. Building and classroom
    a. equipment used properly
    b. fire prevention
    c. seasons and weather
    d. proper use of cafeteria, hallway, gym, lavatory

C. To and from school
  1. Street safety - look both ways before crossing
  2. Cross at corner of crosswalk, if possible
  3. Obey safety patrol
  4. Safety in cars
    a. arms inside
    b. voices low
    c. doors locked
    d. no rough play

D. In-play activities
  1. Safe and unsafe places to play
  2. Safe toys for play

IV. Science

A. Living things
  1. People
    a. rest
    b. protection
    c. cleanliness
    d. food
    e. water
    f. air
    g. play
    h. sleep
    i. dress
    j. shelter
  2. Animals
    a. pets
    b. birds
    c. insects
    d. farm animals
  3. Plants
    a. seeds
    b. trees
    c. flowers
    d. fruits
    e. vegetables
    f. parts of plants (roots, leaves, stems, blossoms, seeds)
    g. needs of plants (soil, sunshine, water)

B. Weather and seasons
  1. Rain
  2. Snow
  3. Sleet
  4. Hail
  5. Frost
  6. Ice
  7. Dew
  8. Winds
  9. Clouds
  10. Fog
  11. Thunder
  12. Lightening
  13. Spring, summer, autumn, and winter

C. Earth
  1. Shape and size
  2. Relation to sun
  3. Stars
  4. Heat and cold
  5. What the earth gives us
  6. What we give the earth (in terms of fertilizing, etc)

Methods and Activities

Following are some of the opportunities and experiences provided in the classroom

1. Talk about things we do through cooperative activities at home. For example, family going for a ride, picnic, or on vacation.
2. Talk about members of our family and what different people in the family do to help.
3. Talk about ways we help at home as related to life functions. How are we helpers at school as contributing citizens?
4. Child tells group about the arrival of a new baby in the family. How mother takes care of the baby. How the child helps.
5. Draw pictures of own family.
6. Role playing - being father, mother, brother, or sister. Where father works? Why he works?
7. Birthdays - how one's own family celebrates birthdays.
8. Cut pictures from magazines of families working and playing together.
9. Children talk about their pets and how they care for them.
10. Discuss how we can live safely on the playground and in the classroom. Teacher makes chart of safety rules for group reading.

11. Draw pictures illustrating school rules for working and playing cooperatively with others.
12. Teacher makes class chart for children to use in sharing responsibility of classroom duties.
13. Talk about how we take care of ourselves in the cafeteria, assembly programs, and on the school bus.
14. Share in taking care of doll corner, book shelves, reading table, and toy shelves.
15. Discuss, plan, and participate in school activities such as school parties, making favors for hospital trays, helping with bulletin boards.
16. Make simple get well cards or gift for homebound friend or classmate.
17. Write "thank you" notes in return for a favor or kindness rendered.
18. Teacher read appropriate stories from service magazine such as Red Cross Magazine or Safety Education Magazine. Discuss.
19. Help children become acquainted with classroom equipment and learn proper care of it. Label equipment.
20. Learn songs and rhythmic activities for group participation.
21. Discuss seasons and weather as related to (1) clothing for the family (2) out-side play, and (3) animal life.
22. Talk about the proper temperature of our classroom. Examine room thermometer. Experiment with the thermometer inside the room and outside the window.
23. Sharing of personal toys and games. Talk about how they are used and cared for at home, and how to care for them at school.
24. Discuss and plan for field trips.
    a. When are we going?
    b. What are we going to look for?
    c. What about our behavior and self responsibility?
    d. What type of transportation?
    e. Write permission notes to parents.
    f. Courtesy in travel.
    g. What to wear on field trips?
    h. Sharing and evaluating things that were seen on field trips.
    i. Make pictures and stories about things we learned from field trips.
25. Use of records that help to promote social adjustment. Children participate along with record by singing and acting out. Use "Listen and Do" series.
26. Work toward developing an understanding of time as it relates to daily activities and punctuality - such as time for lunch, art, library, music, and time to go home. Use clock faces. Make and post

clock faces of specific times to do certain things.

27. Use films and filmstrips in depicting ways of sharing responsibility and developing proper behavior.
28. Use Weekly Reader for developing
    a. comprehension
    b. listening
    c. likenesses and differences
    d. word vocabulary
    e. knowledge of current events and science
29. Tour the school building and orientate children to various roles of persons in authority in the school. Try to develop respect and appreciation for these people as our helpers.
30. Dramatize responsible and irresponsible acts in different situations - safety, sharing, respect for others, and respect for property.
31. Make booklets illustrating self care in cleanliness, clothing, and personal health.
    a. cut pictures from magazines
    b. draw own illustrations
    c. dress dolls - according to weather conditions and play activities.
32. Learn songs for participation in assemblies, especially some patriotic songs.
33. Discuss and practice good manners in cafeteria. Talk about cafeteria personnel as our helpers.
34. Plant seeds and care for plants.
35. Play housekeeping, cleaning, washing dishes, setting table, sweeping and dusting (sharing of responsibilities).
36. Play store. Shop and pay for articles.
37. Take walks near the school and observe houses nearby. New houses are especially interesting to observe as they are being built.
38. Talk about our own houses and draw pictures of them.
39. Discuss good citizenship. Let children make their own good citizenship chart. Teacher writes and group reads chart aloud.
40. Daily practice in self care activities
    a. wash hands before lunch
    b. wash hands after using the restroom
    c. wash hands after playground period
    d. wash hands before going to the library
    e. handle books properly
    f. cover mouth and nose when coughing or sneezing
    g. care of personal property

Materials for Social Studies

A. Books
  1. From Season to Season - Bobbs Merrill
  2. Hello David - Scott Foresman
  3. Peter's Family - Scott Foresman
  4. Book of Fingerplays - The Instructor Handbook Series, Mabelle McGuire
  5. Democracy Series - School Friends - Macmillan
  6. Let's Take Turns - Macmillan
  7. Tom and Susan - Scott Foresman
  8. Farm and City - D. C. Heath and Company
  9. In Country and City - Bobbs Merrill
  10. Billy's Friends - McIntyre and Hill
  11. Working and Playing - Charles Scribner and Sons
  12. Happy Days with Our Friends - Scott Foresman
  13. In the City and on the Farm - University Publishing Company
  14. Getting Along Series - Economic Press, Inc., Chicago

B. Worktexts
  1. Community Helpers - Continental Press
  2. No Waste - master worksheets - Jenn Publications, 815-825 E. Market, Louisville, Kentucky
    a. Great Events
    b. Great Men
    c. Places
    d. Community Services
    e. Healthful Living

C. Filmstrips
  1. Our Community Workers - #7040, Encyclopedia Britannica
  2. Good Manners - #8300, (EB)
    At Home
    At School
    At Parties
    While Visiting
  3. Transportation
  4. Community Services
    The Library
    The Police
    The Fire Department
  5. Life on the Farm
  6. Good Manners
    At Play
  7. Learning About People, #9920, Encyclopedia Britannica
    The Better To See You
    The Better To Hear You
    The Feel of Things

The Taste of Things
The Smell of Things
Homes Are To Live In
Clothing Is To Wear
Food Is To Eat
How Do You Feel?
How Can You Say?

D. Other Materials
pictures cut from magazines
old catalogues
songs
charts - classroom made
flag
telephone

Materials for Health

A. Books
1. Easy Steps to Health - Laidlaw
2. Science Health, Safety - Life Series - Macmillan
3. My First Health Book _ Laidlaw
4. My Second Health Book - Laidlaw
5. Side by Side II - John C. Winston
6. How We Grow III - Winston
7. Happy Days with Our Friends - Scott Foresman
8. Jimmy Goes to the Dentist - Booklet from Metropolitan Ins. Company

B. Worktexts
1. No Waste work forms - Jenn Publications, 815-825 E. Market St., Louisville 6, Kentucky

C. Filmstrips
1. Health Protection through Cleanliness
2. Diet
3. Primary Health Series
   Rest and Sleep
   Foods for Health
   Keeping Well
   Keeping Clean
4. Eyes and Their Care
5. The Teeth

D. Other Materials
1. charts - original (classroom made)
2. charts - from National Dairy Council
3. handkerchiefs
4. paper towels
5. tooth brush
6. Kleenex
7. pictures from magazines

8. books from library
9. foods - lunchroom

Materials for Safety

A. Books
   1. Science, Health, and Safety - Life Series - Macmillan Company

B. Ditto Materials
   1. Ditto sheets for individual seat work and picture interpretation - Continental Press
   2. Safety worksheets - Jenn Publications

C. Filmstrips
   1. Fire Safety
   2. Traffic Safety
   3. Safety at Home
   4. Safety at School
   5. Safety on the Playground

D. Other Materials
   1. charts
   2. magazines
   3. safety light
   4. safety signs
   5. road signs
   6. songs

Materials for Science

A. Books
   1. Exploring Science I - Allyn Bacon
   2. Seeing New Things II - L. W. Singer
   3. Science, Health, Safety - Macmillan Life Series
   4. We Look and Listen I - L. W. Singer
   5. Science around You III - Ginn and Co.
   6. Science and You I - Ginn and Co.
   7. Science and You II - Ginn and Co.
   8. Under the Sun II - J. B. Lippencott
   9. I Wonder Why I - J. C. Winston
   10. The True Book of Insects - Laboratory School of the University of Chicago, Illa Podendorf
       also: The True Book of Plants
             The True Book of Trees

B. Filmstrips
   1. Animals To Know
   2. Insects
   3. Insects - Beetles, Butterflies - Moths
   4. Life of a Bee

5. How Animals Are Protected from Their Enemies
6. How Insects Get Food
7. How Insects Grow Up
8. Birds and Nests
9. How Animals Get Air
10. How Animals Get Food
11. Common Animals of the Woods
12. Old Mother Sun
13. Our Planet Earth
14. You and the Universe
15. What Day Is It?
16. When Night Comes
17. What is Weather?
18. Power Moves Things
19. Meet the Animal Family
20. Meet the Human Family
21. You Are Alone

C. Other Materials

1. soap
2. water
3. food
4. seeds
5. fruits
6. soil
7. aquarium
8. fish
9. thermometer
10. globe
11. puzzle map
12. bar magnet
13. magnifying glass
14. charts, classroom made
    weather
    seasons
    birds
    animals

15. refrigerator
16. electric fan
17. hot plate
18. books from library
19. plants in room
20. tools
    hammer
    saw
    knife
    work bench

ART

Art should be an integral part of the curriculum for the educable mentally handicapped child. Art can and should be correlated with the total school program. This type of training can be carried on throughout the child's school career.

Art is not just a means of keeping a child busy, but is an area through which definite training can be given to meet the needs of the individual child in developing skills and making adjustments.

Experiences in a good art program can be a help in developing in the child an understanding and cooperative attitude. He may develop an appreciation for his own work and the work of others. Through experiences in using various art media, emotional and physical needs can be satisfied. This creates a feeling of self-worth and self-confidence.

Materials for the educable mentally handicapped are similar to those used by the normal child. Choices must be made on the basis of the child's coordination and comprehension and the objective the teacher has for the activity. More individual attention is required for the mentally handicapped child. The child's product may be below standard, as compared with that of a normal child and his rate of progress will be slower.

Content

- Drawing and painting:
  - crayons, water colors, tempera, finger paints
- Printing:
  - stenciling,potato paints, spool printing, stick printing, string arrangement
- Constructions:
  - cutting, mask making, paper mache, weaving, leather craft, copper embossing, knitting, woodworking, plaster molds

Concept

- Large
- Small
- Capital
- Beauty
- Appreciation
- Sense of Achievement
- Size
- Color
- Arrangement
- Balance
- Short
- Long
- Necessity for proper preparation and cleanup

Social Skills

- Getting ready for work:
  - choice of suitable work space and materials;
  - choice of protective clothing for self; mixing paints
- Use of initiative in entertaining:
  - experimenting (color, blends, designs)
- Proper handling of equipment for sake of self and others (brushes, paints, tools, scissors)
- Proper storage and care of finished products
- Examining exhibits without harming them

Elementary Art

Methods and Activities

I. Home and Family (Unit)
  A. Children make pictures of members of their family.
  B. Make a picture of their home.
  C. Draw pictures of food for family.
  D. Cut and paste pictures from magazines of furniture for the home, food for the family, and clothes for the family.
  E. Make posters showing clothes worn for different seasons.
  F. Make posters showing clothing used by girls, boys, men, women, and young children.

II. Neighborhood (Unit)
  A. Construction of houses, fire station, stores, school, and churches from boxes.
  B. Collect pictures of articles that can be found in local stores.
  C. Make pictures of cards, trucks, and buses that can be seen in the neighborhood.
  D. Collect little toys to illustrate types of transportation in the neighborhood.

III. Pets
  A. Make and share pictures of pets.
  B. Cut pets from cardboard - paint with tempera.
  C. Make stuffed pets from cloth and oilcloth.
  D. Make gumdrop animals.
  E. Build doghouses and birdhouses.

IV. School Citizenship
  A. Make safety pictures and charts.
  B. Make playground safety pictures.
  C. Make bulletin board on good citizens - those who are good helpers.
  D. Paint supply containers.
  E. Our community helpers - pictures illustrating.
  F. Our school helpers - pictures illustrating.

V. Number Work
  A. Make class store from old crates.
  B. Draw, color, and cut vegetables for store.
  C. Make vegetables and fruit from paper mache or clay.
  D. Make sales slips and price tags.
  E. Make calendar.
  F. Make valentine clock face.
  G. Illustrate understanding of numbers through pictures.

VI. Good Manners (Unit)
  A. Illustrate with pictures safety habits.
  B. Make invitations to send special friends or parents to invite them to lunch.
  C. Make thank-you cards.
  D. Make get-well cards.
  E. Movie on good manners.
    Children draw successions of pictures on a long roll of paper - attach each end to a long round stick. Cut out sections from the front of a cardboard box and insert sticks at both ends of cut-out box. Child presents movie.
  F. Courtesy House
    Make a large picture of a house on tagboard. Have one large door with keys. On the keys write courtesy reminders - "please, thank you, excuse me, I am sorry." Talk about the people who live in the Courtesy House.

VII. Health
  A. Draw and color health posters on food.
  B. Make posters from magazine cut-outs.
  C. Make bulletin board - Health Train. Each car carrying foods for health.
  D. Make puppets from paper sacks, egg heads, and dramatize the care of skin, hair, and teeth.
  E. Decorate napkins, paper plates, and make paper flowers for table arrangement.
  F. Make place mats.

VIII. Miscellaneous
  A. Make gifts for birthdays, Christmas, Mother's Day, etc. Jewelry from buttons, berries, and marbles.
  B. Make decorations for parties.
  C. Make folder for filing classroom work.
  D. Decorate candy boxes.
  E. Paper mache and paint on bottles for pencil holders, flower containers, etc.
  F. Make mobiles.
  G. Make collages.
  H. Make seed pictures.

Materials

  A. Books
    1. Teaching Art in the Elementary School, Margaret Hamilton Erdt, Rinehart and Company.
    2. Creative and Mental Growth, The Macmillan Company.
  Art Suppliers - write for free catalogs or samples:

American Handicrafts: 83 W. Van Buren St.
Chicago 5, Ill.

Arts and Crafts Distributors, Inc.: 9520 Baltimore Ave.
College Park, Md.
Milton Bradley Co.: 74 Park St.
Springfield 2, Mass.
Dennis Mfg. Co. 300 Howard St.
Framingham, Mass.
Genesco-Leather Scraps: General Shoe Co.
Nashville, Tenn.
(Free for paying of postage).
(See "Alphabet of Art Activities - Appendix III")

B. Filmstrips

1. Art in Our Classroom
2. We Work with Paper and Scissors
3. We Work with Clay

C. Other Materials

1. crayons
2. chalk
3. construction paper
4. scissors
5. string
6. poster paints
7. masking tape
8. clay - plasticene (oil base)
9. loops and weaving frames
10. glue
11. paste
12. paint brushes
13. dust pan
14. mop
15. soap
16. rags
17. bucket
18. jars
19. hammers
20 crinkled aluminum foil
21. corrugated card board
22. bark, seed pods
23. leather
24. lace
25. pipe cleaners
27. ice cream cartons
28. egg cartons
29. old bottles and jars
30. popsicle sticks
31. jig-saw
32. saws
33. sandpaper
34. tagboard
35. wire
36. newsprint
37. manilla
38. wrapping paper
39. work bench
40. vise
41 screwdriver

42. paper punch
43. paper cutter
44. stapler, staples
45. ruler, yardstick
46. eraser
47. gold and silver glitter
48. paper clips
49. cork
50. finger paints
51. water colors
52. tempera paints
53. wood scraps
54. tile scraps
55. cotton material
56. gummed labels
57. felt
58. cardboard boxes
59. stencils
60. beads
61. shells
62. straws
63. leather
64. yarn
65. knitting needles

MUSIC

Music is a medium which contributes greatly to the education of the mentally handicapped child. It affords the child an acceptable and constructive avenue of emotional release, self expression, and communication. Music has a therapeutic value because of the variety of activities in which all children may participate to some degree. Speech difficulties in rate, diction, and enunciation may be made less serious through music.

Content	Concept	Social Skills
Singing experiences: humming, whistling, rote, use of song books, use of charts Rhythmic experiences: walking, running, skipping, jumping, marching, clapping Listening experiences: records and piano, songs of birds, rain, clock ticking Playing experiences: records and instruments	Rhythm Tone Pitch Appreciation Sound	Keeping time Using song books and charts Voice control Operation of record player Handling and storage of records Proper care of musical instruments

Methods and Activities

1. Talking about songs we know.
   a. What we like about them.
   b. If they make us feel happy or sad.
2. Singing familiar songs.
3. Listening to story records with music.
4. Listening to records using different instruments.
5. Developing rhythmic activities, such as clapping hands, marching, and skipping.
6. Play games to music, especially circle games such as Farmer in the Dell, Peas, Beans and Barley Grow.
7. Dramatizing songs.
8. Listening to radio and TV programs of music and song.

9. Playing make believe instruments along with records.
10. Learning songs by rote.
11. Using music books and teacher made charts for learning songs.
12. Using rhythm band instruments.
13. Creating free rhythm - doing what the music makes you feel like doing, such as patting feet, clapping hands, skipping, etc.
14. Learning patriotic songs with assembly groups.
15. Making up words to familiar tunes.
16. Playing finger games.
17. Doing art work - finger painting while listening to music.
18. Dancing - simple folk and square dances.

Music has a soothing influence which helps relax the children. Therefore, it should be used frequently throughout the day.

Materials

A. Books
   1. Music Round the Clock - Follett Publishing Company
   2. Together We Sing (lower grades) - Follett Publishing Company
   3. American Singer - American Book Company, I,II,III
   4. Our Singing World - Ginn and Company
   5. The First Grade Book - Ginn and Company
   6. The Kindergarten Book - Ginn and Company

B. Records
   1. Listening Activities - Vol I, RCA
   2. Good Manners Are Fun - Capitol 3115
   3. I'm a Tree - Wayne University Consultation Bureau, E2-KB-7261
   4. Listen and Do Series - Vol. I, American Book Co., Decca Records
   5. Traditional Games - American Book Co., Decca Records
   6. Rhythmic Activities, Vol. II, RCA
   7. Singing Games for Primary Grades, RCA
   8. The American Singer - Book 2, Decca Records
   9. The Ugly Duckling - 88129 - Decca Records
   10. Do This, Do That - Children's Record Guild, 1040A, 1040B

11. America's Favorite Marches - RCA, LPM - 1175
12. Learning As We Play - Folkway Records, FC-7659 - A and B
13. Sleeptime Songs and Stories - Folkways Records FC-7525
14. Negro Folk Songs for Young People - Folkway Records FC-7533
15. "More Nature Songs" - Science Center, Oak Ridge, Tenn.
16. How You Talk - Decca Records
17. The Little Engine That Could - RCA
18. Music for Exceptional Children - Vol. 1 & 2

C. Other Materials

1. piano
2. record player
3. rhythm band instruments - sticks, hand blocks, triangle, bells, drum
4. Eugene Orff metal and wood xylophones

The physical education program for the primary division is carried on by the special class teacher. This program must provide for the mentally handicapped a means of achieving both physical and personality development. Therefore, some specific goals of the physical education program are:

1. To provide an environment for teaching sportsmanship, sharing, safety, responsibility and dependability.

2. To provide activities that will develop skills essential to the care of the body.

3. To provide opportunities for achievement and self-satisfaction.

The activities on this level stress large muscle coordination, rhythmic and simple games which help in developing cooperative play. The instruction periods are short and provide for much sheer fun with relatively free play that is closely observed and directed when the need arises.

Methods and Activities

I. Outside play
   A. Free play - short daily periods of 15 to 30 minutes climbing on jungle gym, climbing on horizontal bars, running, jumping, hopping, swinging, sliding, bouncing, catching and throwing ball, jumping rope, sand box, etc.

   B. Supervised play
   Tag ball, relay races, races and circle games, Bum Bum Bum, Do imitations and Guess, Pick up Sticks, etc.

   C. Interpretive rhythm
   Singing and acting out, Round and Round the Village, Bluebird through My Window, Farmer in the Dell, Oats, Peas, and Barley Grow, Did You Ever See a Lassie? etc.

   D. Dramatic play activities.
   Play stories such as The Three Billy Goats Gruff, Three Little Pigs, Mother and Children, etc.

II. Indoor activities - On days when weather does not permit outside play, about ten minutes of physical drill is done in the classroom. A good record,"Physical Fitness for Primary Children," provides specific instructions. Teacher and children can participate in singing and activity. The record provides for fifteen minutes exercise time and seventeen physical fitness exercises.

Elementary Physical Education

A. Close flips.
B. Swimming, deep breathing exercises.
C. Helicopter - tip-toe up and down, stretching arms and waist, and turns.
D. Be like a duck - sit on hips, sit on heels, balance on toes, walk balanced on toes and quack, quack.
E. Swinging - body and arm motion, swinging high, swinging low, forward and backward motion.
F. Chin exercises - chin up, chin down, chin left, chin right, chin in, chin out.
G. Windmill - use arm for wheel, turn round and round. Keep arms straight and raise body slightly as you twist.
H. Running - running in place, fast, faster, rapid pace, slowly - raise knees high.
I. Push - pull, arms to the front, arms to the side, arms overhead, back to the front.
J. Jump rope - jumping, bouncing on toes, pretending to have rope.
K. Exercise your eye - look left, look right (do not turn head), make eyes big - blink them - roll eyes round and round.
L. See-saw - see-saw up and down, use arms, keeping them straight, move slowly and stretch high and low.
M. On my toes - walk on toes like a wooden soldier (raise high on toes and walk).
N. Climbing - pretend to climb a ladder. Raise arms, hold with hands, raise feet and pretend to climb up.
O. Touch my toes - bending to touch toes, keep arms straight, reach high, head low and touch toes.
P. Jumping Jack - straddle hop, touch hands overhead (high at top).
Q. Going to Seats - walk, tiptoe, do not run.

Materials

A. Books
  1. Games for Elementary School Grades (playground, gymnasium, classroom) Hazel A. Richardson
  2. Elementary Schools Fitness Program Oak Ridge Schools Course of Study 1961.

B. Records
  1. Growth Through Play (music and game instructions according to level of interest) Albert M. Farina, S. H. Furth, J. M. Smith

C. Other Materials

1. balls
   - volley balls
   - soft balls
   - kick ball
   - football
   - small rubber balls
2. ropes
   - short and long jumping ropes
3. records
4. record player
5. songs
6. rhythm instruments
7. slide
8. climbing bars
9. horizontal bars
10. see-saw
11. swings
12. jungle gym
13. bean bags
14. ring toss
15. wagon
16. tricycle
17. card file of games
18. balance beam

JUNIOR HIGH

READING

Reading in the junior high academic class begins with the assumption that the child has passed successfully through the reading readiness program and is ready to develop independent reading ability. When this is not the case, readiness work similar to that described for the elementary class is given.

Methods and Activities

I. For independent reading it is imperative that:

   A. The pupil recognize all the alphabet.

   B. The pupil be able to reproduce all the sounds of the consonants and blends and be aware that vowels make slightly different sounds in different words. The consonants are the clues that help most in word recognition.

      1. Use consonant and blend charts, peg board with picture cards of consonants and vowels in establishing the sounds and drill extensively in reproducing sounds (puh for p, s-s-s for s, m-m-m for m, etc.)
      2. Teacher says word - pupil responds by giving beginning and ending letter.
      3. Pupils name words from memory, beginning or ending with particular sound. Set a goal of 25 words. When this is reached, extend goal, and so on until all possible words are named.
      4. Pupils close eyes and listen while teacher reads aloud. They listen for a particular sound and raise hand when they hear it.
      5. Pupils listen to teacher read and count the words beginning with a particular sound.
      6. Game (similar to spelling bee). Pupils, in turn, give words beginning or ending with a particular sound. Same, with pupils saying words beginning with the letters of the alphabet in order.
      7. Use worksheets to increase sound discrimination - selection of pictures beginning or ending with particular sounds.

   C. The pupil be able to see and recognize little words in big words (old in cold, farm in farmer, fun in funny, etc.)

      1. Using the little words, make a game of building larger words.
      2. Using the larger words, make a game of finding the little words.

D. The pupil have a knowledge of rhyming as a clue in identification of an unfamiliar word.
  1. Write a word on the board and let the pupils write on paper all the rhyming words they can (pay, day, say, way; fun, run, sun, bun; round, sound, found, pound; etc.)
  2. Using worksheets, pupils match pictures with rhyming names.

E. The pupil develop a knowledge of word and sentence comprehension - the realization that words tie together in a sentence and say something that makes sense. Though dog may look like day, only day makes sense. Though that, then, this, they, and there have the same beginning, only one of these fit into the meaning of the sentence.

II. Reading experiences

A. Frequent reading of home, community, classroom, and school news from the board.
  1. Teacher writes news on the board, using pupil contributions, being sure to use many familiar words as well as some unfamiliar words.
  2. List unfamiliar words separately and use for word drill.
  3. Pupils read news in unison with teacher.
  4. Each pupil reads news, in turn.

B. Weekly Reader - current events and science features.
  1. Arouse interest by discussing pictures and encourage pupil contribution of related experiences.
  2. List key words and discuss their meanings.
  3. Oral reading by pupils, followed by discussion.

C. Read, Study and Think - read, discuss, and do written exercises.

D. Reading from reading books, in groups (based on reading level).
  1. Write new words on the board and drill. Teacher says word and pupil points it out on the board. Teacher numbers words and asks pupils to name the words by number.
  2. Unless it seems wiser, for the sake of continuity and comprehension, teacher refrains from telling a word to the pupil. Rather he encourages him to attack the word, using his knowledge of letter and blend sounds, rhyming, little words within, etc., to figure out the word for himself.

3. As pupils read aloud, teacher writes the difficult words on a sheet of manila paper. These are cut apart and used as flash cards.
    a. Spread cards on table. Teacher names the word and pupils, in turn, pick up the card.
    b. Spread cards on table. Pupils, in turn, name the word and pick up the card.
    c. Spread the cards on the table. Teacher makes a riddle for each word. Pupils, in turn, pick up and name correct word.
    d. Finally teacher uses cards in drill, each pupil naming all the words.
4. Because it seems peculiar to the mentally handicapped child that he says words without real comprehension, reading for meaning is emphasized by a question and answer period during or following a story. Such as, "Have you ever done that?" "What did you like best about the story," etc.
5. Teacher reads aloud from reading book and stops suddenly, asking pupils individually or in unison to supply the next word or groups of words. (Reading books include the Reader's Digest Skill Builders; McMillan Spectrum; Webster's Practice Readers A, B, C & D, and Houghton-Mifflin Series).

E. Reading for information and enjoyment
1. Independent reading from room and school library books of pupil's own choosing.
2. Reading stories accompanying filmstrips, in unison or individually.
3. Arranging the events in stories in sequence.
4. Reading classic comic books.
5. Developing dictionary skills - meanings, alphabetizing, multiple meanings, identifying root words in inflected, derived, or compound forms.

F. Use of recordings to develop listening skills, recognition, and comprehension.
1. Pupil records talk on subject as "How to Wash Dishes." Class listens and suggests corrections.
2. Teacher records story, class listens with earphones and takes comprehension quiz.
3. Teacher records story; pupil listens and follows story in book; then pupil reads story with recording; lastly, pupil records same story and listens for mistakes.

G. Reading games
1. Word game - a rearrangement of letters to make words. For example: run + dog = ground; them + wig - we = might; tops + under - rest = sound.

2. Word families - For example: ARM
    __arm - where you raise things to eat
    __arm - to hurt
    __arm - not quite hot
    __ __ arm - to please greatly
3. Match pictures with phrases or sentences.
4. Using flash cards with key words - pupils divided in two teams. Each successful recognition of words allows one base. Four words correctly named earn a home run. Team reaching designated score first wins.
5. Rearrange mixed sentences.
6. Verbal charades - using nouns, act out meanings.
7. Using teacher-made flash cards. Deal cards face down in an equal quantity. In turn the pupils call out the words they hold, discarding each on the pile in the center. The winner is the first one without cards, or the one holding the fewest.
8. Using teacher-made flash cards, pass out about 10 cards to each child making sure that words dealt can be arranged into a sentence. Give points for the first sentence completed, the best, and the longest. (Be sure to include the three articles.)
9. Teacher reads interesting story to class and at high interest peak, teacher stops reading and writes next sentence on board. Pupils must read sentence to find out what happened.
10. "Read and Do." Teacher writes a simple direction on the board, such as, "Mary, go to the pencil sharpener," "Benny, close your eyes," etc. Pupils do as directed without any talking.

H. Using SRA Reading Laboratory
    1. Word Games - vocabulary building
    2. Power Builders - for comprehension

I. Miscellaneous
    1. Reading directions in workbooks.
    2. Reading signs - traffic and safety.
    3. Reading proper names - student, teacher, principal, school, street, city, state, etc.
    4. Locating certain names and numbers in telephone directory, such as own name, names of neighbor, doctor, police, and fire department.
    5. Reading newspaper articles and finding the "who, what, when, and where" in each.
    6. Preparing suitable advertisements for classified section of newspaper.

III. Summary - For successful independent reading:

- A. Material must be on a high interest, low reading level. Pupils of this age are not interested in infantile material.
- B. Pupil must be encouraged to believe in himself and to believe that, for him, reading is possible.
  - 1. There are only 26 letters used in any book and these letters have sounds and these sounds make words.
  - 2. The written word is just talking on paper.

Materials

- A. Books
  - 1. Reader's Digest Skill Builders - grades 2-5
  - 2. Houghton-Mifflin Series:
    - a. With Jack and Janet - grade 1
    - b. On We Go - grade 2
    - c. Come Along - grade 2
    - d. Looking Ahead - grade 3
    - e. Climbing Higher - grade 3
    - f. High Roads - grade 4
    - g. Mountain Peaks - grade 5
  - 3. Macmillan Reading Spectrum
  - 4. Webster Practice Readers A, B, C & D
  - 5. Stanwick House Series
    - a. Enjoy the Seasons
    - b. About Things at Home
    - c. Something To Do
    - d. About Going Away
  - 6. Steck-Vaughn Series
    - a. Values to Learn
    - b. Values to Share
    - c. Values to Live By
  - 7. Teenage Tales, Heath & Co.
- B. Worktexts
  - 1. Read, Study, and Think - Weekly Reader, Education Center
- C. Ditto Sheets
  - 1. Adventure in Word-land
  - 2. Reading-Thinking Skills
  - 3. Phonics IV A, IV B, III A, III B - Paine Publishing Co.
- D. Other Materials
  - 1. Charts
    - a. Ideal initial and final consonant chart, No. 272

  - b. Ideal blend and diagraph charts, No. 272.
- 2. Cards and Games
  - a. Phonetic Word Builders - Milton Bradley
  - b. Sentence Builders - Milton Bradley
  - c. Match, Sets I and II - Dolch
  - d. Phonetic word drill cards, Nos. 2209A, 2209B, Highland Products
  - e. Word Games - SRA Reading Laboratory, 1-3
- 3. Power Builders and Work Sheets - SRA Reading Laboratory
- 4. My Weekly Reader - Education Center
- 5. Know Your World - Education Center
- 6. Telephone directory
- 7. Newspapers

English at the junior high level is correlated with other school work. Effort is made to emphasize correct word usage. Capitalization, punctuation, correct verb tense, and sentence writing constitute the major grammatical emphasis. Letter writing is another area of importance. Some exposure is given to literature and the classics through stories, books, and films.

Methods and Activities

I. Correct Word Usage and Sentence Structure
   - A. Complete worksheets (Hayes, Continental Press, and teacher-made).
   - B. View films on punctuation and types of sentences.
   - C. Let pupils correct intentional errors in exercises devised by teacher.
   - D. Do exercises in work-text, "Speak and Write Correctly."
   - E. Do units in "Oral Language Practice Book."
   - F. Note errors made in conversation and help pupils correct them.
   - G. Use programmed instruction Mott Basic Language Skills 300 A-B

II. Letter Writing
   - A. Friendly
     1. Practice writing letters on pre-drawn form, showing place for heading, salutation, body, complimentary closing and signature.
     2. Put in correct form a letter with form scrambled.
     3. Set up a pen-pal system between classes in different schools.
     4. Write thank-you notes and get-well wishes.
     5. Write letters to friends and relatives.
     6. Practice addressing envelopes correctly.

   - B. Business
     1. Practice correct form, including inside address and the use of colon.
     2. Write letters to Chambers of Commerce and state agencies (for Social Studies).

III. Literature
   - A. View films.
   - B. Teacher reads famous literary works to pupils.
   - C. Pupils read classic comic books.

Materials

A. Books
   1. Oral Language Practice Book-M.V. Cage, Harr Wagner Pub. Co.

B. Worktexts

1. The Language You Speak - Follett Publishers
2. Speak and Write Correctly - Educational Center
3. Basic Language Skills - 300A, 300B - Mott-Allied Education Council

C. Ditto Materials

1. Adventures in Good English, grades 3-4, Continental Press
2. Building Good English, grades 3-4, Continental Press
3. Language Drills, 3, 4, 5 - Hayes

D. Films

1. Punctuation for Beginners - Coronet
2. Sentences That Ask and Tell - Coronet
3. Adventures of Huckleberry Finn - Encyclopedia Britannica Films
4. A Tale of Two Cities - EBF
5. David Copperfield - EBF
6. The Good Earth - EBF
7. Macbeth - EBF
8. Mutiny on the Bounty - EBF
9. Treasure Island - EBF
10. Romeo and Juliet - EBF
11. Rumpelstiltskin - Coronet
12. The Littlest Angel - Coronet
13. Sleeping Beauty - Coronet
14. The Ugly Duckling - Coronet

E. Other Materials

1. Classic Comic Books

At the intermediate level, spelling is used as a two-fold tool - an aid in word recognition and as a necessity in written communication. It is necessary at this level that the child have a good phonetic background and be able to identify sounds of letters and combinations. Retention ability is of utmost importance. Memorization of word spelling is practically useless unless the pupil can learn to use the word in writing and as an aid in reading.

Methods and Activities

I. Drill on alphabet and sounds.

II. Teacher pronounces the word - pupils repeat.

III. Make sentences - oral and written.

IV. Locate and identify little words in big words.

V. Pronounce words in isolation - "write" in air or on desk.

VI. Pupils observe teacher's lips for listening aspect and ear training.

VII. Improve spelling by making corrections in all writing.

VIII. Work on word list for one week in a variety of ways - completion sentences, picking out rhyming words, spell orally, trial tests in writing, etc.

IX. Give written spelling tests, followed by simple dictated sentences using as many of the spelling words as possible.

X. Give frequent reviews to encourage retention.

XI. Do written exercises in spelling worktext (My Word Book, Lyons and Carnahan).

XII. Make simple crossword puzzles, using spelling words.

XIII. Scramble spelling words for pupils to unscramble.

XIV. Write spelling words on board or overhead projector, deliberately misspelling some words. Let pupils find errors and spell correctly.

XV. Have speed drills in finding definitions in dictionary.

XVI. Make picture dictionary of spelling words.

XVII. Use "buddy" system in studying word lists.

XVIII. Spelling bee - writing word on board rather than spelling orally.

XIX. Pupil selects word in turn, writes beginning letters on board. Other pupils guess word and complete it. Flannel board and letters can also be used.

XX. Divide words in syllables, naming vowel in each syllable.

XXI. Write definitions of words.

XXII. Have choral spelling.

XXIII. Using root words, add prefixes and suffixes.

XXIV. Practice writing words with typewriter.

Materials

A. Books
  1. Dictionary, Rainbow and Webster
  2. Games Make Spelling Fun - Paine Pub. Co. (teacher text)

B. Worktexts
  1. My Word Book, grades 2-6, Lyons and Carnahan.
  2. Mott Basic Language Skills, Word Blank 300 - Allied Education Council.

C. Other Materials
  1. Typewriter.
  2. Flannel board and cut letters.

In the junior high class, cursive writing is done. It is assumed that the pupils are already doing successful manuscript writing. At this age, most of the pupils are eager to do "grown up" writing and are willing to put forth much effort in the transition from manuscript to cursive.

Methods and Activities

I. Mechanics of Writing
  A. Using writing manuals (Imaginary Line Handwriting, Beginning Cursive and Advanced Cursive, The Steck Co.)
    1. Do written exercises according to instructions.
    2. Check for errors in letter formation, improper height and placement, have pupils correct errors.
    3. Check for failure to dot the i or cross the t and have pupil correct.

  B. Using sample cursive writing, cover with onion skin paper and let pupil trace.

  C. Using sample of cursive writing on alternate lines, let pupils copy underneath.

  D. With use of overhead projector, let pupils copy cursive writing as it appears on the screen. This allows pupils to follow the point of the pen rather than entire hand movement.

  E. Encourage legibility rather than speed.

II. Writing Experiences

  A. Copying news from board or overhead projector.

  B. Taking dictation, using familiar words.

  C. Filling in blanks in workbooks and worksheets.

  D. Writing letters.

  E. Copying from dictionary and books, changing the printed word to cursive writing.

  F. Doing exercises in Weekly Reader.

  G. Making short written reports.

  H. Writing on clay with stylus (Kinesthetic Value).

Materials

  A. Worktext
    1. Imaginary Line Handwriting - Steck Co.

B. Film
    1. Improve Your Handwriting - Coronet

C. Other Materials
    1. Alphabet wall cards.
    2. Alphabet stencil cards.
    3. Onion skin paper.
    4. Lined paper.

At the beginning of this level, the pupil should be able to recognize numbers up to 100 and be able to count. He should also be able to do simple addition and subtraction (some involving borrowing and carrying) and grouping. The work given at this level includes an extension of concepts already learned and practice in practical applications of the operations of arithmetic, including the understanding of the usefulness of multiplication (quick addition) and division (quick subtraction).

Methods and Activities

I. Functional and useful competences
    A. Telling time and dates
        1. Time
            a. Using the classroom clock, large model clock face and individual sheets with clock faces. Teacher, using model clock face, first shows pupils positions of hands when time is on the hour (12 o'clock, 1 o'clock, etc.) Drill. Have pupils draw on their individual clock faces certain time (on the hour). Drill repeatedly until pupils recognize all time on the hour.
            b. Teacher, using model, demonstrates to the pupils the positions of the hands when the time is half past the hour, and pupils duplicate with their clock faces. Drill repeatedly, both orally and on paper.
            c. Counting by 5's, teacher shows pupils the positions of the hands when the time is 5 minutes after, 10 minutes after (or until) and so on, the hour. Pupils indicate same time with their clock faces. Drill orally and on paper.
            d. Working with individual pupils, have them place hands in correct positions for certain time.
            e. At various times during the day, ask different pupils to look at the classroom clock and tell you what time it is.
        2. Dates
            a. Display calendar (large) at all times.
            b. Drill on the names of the days and months.
            c. Have pupils locate on the calendar certain dates, such as birthdays, holidays, etc.
            d. Use calendar to determine the number of days until a certain holiday, end of the month, birthdays, etc.
            e. Let pupils date papers with date stamp.
            f. Give pupils blank calendar forms monthly to be filled in with days, important school

    - events, holidays, birthdays, etc.
    - g. Display historical wall charts with pictures of important events in history and dates of occurrence.
    - h. Read "Stories Around the Calendar," emphasizing important events of particular months.

B. Projects
  1. Stamp saving program with 10¢ U. S. Savings Stamps.
    a. Teacher purchases stamps.
    b. Pupils buy stamps from teacher and paste in book.
    c. When filled, can be redeemed for cash or U.S. bond.
  2. Savings and Loan Association (classroom)
    a. Using bank deposit books and deposit forms, pupils make deposits upon which interest is paid.
    b. Pupils may withdraw funds by using checks or withdrawal slips.
    c. Pupils may borrow money at designated rate of interest.
  3. Shopping via Newspaper Ads.
    a. Compare prices of identical item at different stores. Compute savings.
    b. Compute cost of multiple purchases.
    c. Compute savings in quantity buying.
  4. Field trip to grocery store
    a. Gain understanding of use of scales and cash register.
    b. Note foods sold by pound, dozen, carton, bunch, etc.
  5. Gardening
    a. Measure rows and distance between plants.
    b. Keep records of growing time.
    c. Sell produce and keep records.

C. Counting money and making change.
  1. Using real money, working with small groups, have each pupil identify money pieces.
  2. Have pupil pick out certain amounts of money using only certain denominations (50¢, using nickels and dimes, for example).
  3. Have pupil pick out certain amounts of money using any combination of coins.
  4. Make imaginary purchases (pupil as clerk). For example, "I want a bar of candy for 5¢. Here is a dime. How much change will you give me?" Give him the dime and let him give you the correct change. This type of transaction can be enlarged upon until it involves more than one purchase. "Clerk" will add purchases and return proper change. Teacher and pupils change roles. Pupil buys - teacher makes change, sometimes deliberately making

a mistake and having pupils check.

5. Teacher creates imaginary situations, using pupils' names, such as, "Charles wants to buy Donna a box of candy for $2.00. He cashes in two cartons of Coke bottles for .20; his father gives him .50 for cutting the grass; his sister gives him $1.00 for taking care of the baby; his mother gives him .50 for washing the windows. Does he have enough money? Does he have any left over? How much?" Similar situations can be used repeatedly using names of different pupils and the errands they usually do.
6. It is better to work with meaningful amounts of money such as allowance, lunch money, etc., rather than becoming involved with larger amounts.
7. Do exercises in "Money Makes Sense" and "Using Dollars and Sense."

D. Measuring - must be done with concrete things as much as possible.
   1. Using ruler, measure size of paper, stamps, other small items.
   2. Using yardstick, measure desks, windows, height of pupil, distance from door to wall, bulletin board, etc.
   3. Count the number of tile blocks across the room (width) and in length of room (length). Have pupils determine the number of blocks in the room (multiply length by width).
   4. Determine the amount of paper needed to cover the bulletin board by measuring for dimensions and multiplying.
   5. Liquid measure - using milk cartons (1/2 pint, quart, and half-gallon, demonstrate the relationship: two 1/2 pints make a pint, two pints make a quart, etc.)
   6. Weights
      a. Pupils weigh themselves at the beginning and end of each year.
      b. Using spring scale, weigh small items in the classroom.

E. Temperature - using real and play thermometer.
   1. Pupils check daily room temperature.
   2. Discuss weather forecasts.
   3. Demonstrate, on play thermometer, the freezing point, zero, low and high forecasts for the day (check for accuracy).

II. The fundamental operations

A. Addition.
   1. Have pupils count objects and group them, demonstrating that there are many groupings

with the same totals.

2. Have repeated drills with addition flash cards until pupils have mastered the addition facts.
3. Have pupils add various items, such as
    a. the money they have

dime	.10
quarter	.25
nickel	.05
3 pennies	.03
	.43

    b. the number of desks in the room

1st row	3
2nd row	6
3rd row	10
	19

    c. the number of school days until school is out

Feb.	13
Mar.	22
Apr.	22
May	22
June	3
	82

There are many such meaningful exercises.

4. Demonstrate, with the use of the abacus and the chalkboard, the advantage of carrying over counting in addition of large numbers.
5. Assign problems from textbook and worksheets.
6. Check pupil's work as soon as possible after it is finished. Point out mistakes and have them make corrections.

B. Subtraction

1. Have pupils count a number of objects, take some away, then count those remaining.
2. Drill with the subtraction flash cards until pupils know the subtraction facts.
3. Explain and demonstrate regrouping when borrowing is necessary, using the abacus and chalkboard (for example, 42 is four tens and two ones or three tens and twelve ones).
4. Assign subtraction problems from the textbook and worksheets. Check and have pupils make corrections.
5. Give frequent work at the board.

C. Multiplication and division (taught simultaneously)

1. Explain and demonstrate that multiplication is quick addition. Division is quick subtraction.
2. Drill on multiplication tables through the nines. These are convenient tools and they eliminate lengthy addition. Develop division skills as the multiplication tables are learned.

3. Pupils may pair off and drill each other with the multiplication and division flash cards.
4. Give frequent multiplication and division work at the board.
5. Assign multiplication and division problems from the textbook and worksheets. Check and have pupils correct mistakes.

NOTE: Pupils at this level seem to prefer the large counting frame (abacus) to any other counting device. Peg boards, blocks, number fences, etc., are slower and more cumbersome. The same concepts can be demonstrated with the counting frame and it can be manipulated much faster. Frequent flash card drills are given. Much time is spent in doing addition, subtraction, multiplication, and division as such, but the reason for being proficient in these is stressed by using them in many life situations.

III. Fractions

A. Explain and demonstrate that fractions are parts of a whole.

B. Using fraction discs, show that there are two halves, three thirds, four fourths, etc., in one whole.

C. Fractions may be shown by cutting various items (circle, apple, string) in parts.

D. Assign simple addition of fractions, having the pupil draw a picture of each problem by using circle or square drawings.

E. As understanding is established, continue with subtraction, reducing, and finding common denominators of simple examples.

F. Measure ingredients for recipes that have been doubled or cut in half.

IV. Decimals - the proper placement of the decimal point in:

A. Addition of money.

B. Subtraction of money.

V. Miscellaneous

A. Number Bingo games (Quizmo)

B. Let pupils make test problems for class.

C. Devise test sheets of sequential problems in the fundamentals.

VI. Meaningful symbols and vocabulary list

A. Symbols

1. + plus
2. - minus
3. x times
4. ÷ divide, into
5. $\overline{)}$ divide, into
6. % per cent
7. $ dollar
8. ¢ cent
9. ° degree
10. ', '', foot, inch
11. # number, pound
12. 1/2, 1/3, 1/4 one half, etc.

B. Vocabulary

1. plus, add
2. minus, take away
3. divide, into
4. multiply, times
5. remainder
6. carry
7. borrow
8. coin names
9. earned
10. spent
11. seconds, sec.
12. minutes, min.
13. hour, hr.
14. day
15. week, wk.
16. year, yr.
17. inch, in.
18. foot, ft.
19. yard, yd.
20. mile, mi.
21. ounce, oz.
22. pound, lb.
23. ton
24. cup
25. pint, pt.
26. quart, qt.
27. gallon, gal.
28. bushel, bu.
29. month, mo.
30. ruler
31. yardstick
32. freezing point
33. zero
34. boiling point
35. thermometer
36. temperature
37. length
38. width
39. depth
40. height
41. dozen, doz.
42. square inch, sq. in.
43. square foot, sq. ft.
44. square yard, sq. yd.
45. area
46. perimeter
47. circle
48. square
49. rectangle
50. triangle
51. diamond
52. o'clock
53. A. M.
54. P. M.
55. sum
56. product
57. quotient
58. numerator
59. denominator and others

Materials

A. Books
   1. Winston Series, grades 3-6
   2. Arithmetic Games - Paine Pub. Co.

B. Worktexts
   1. Money Makes Sense - Fearon Publishers
   2. Using Dollars and Sense - Fearon Publishers
   3. Working with Numbers, grades 3-6, Steck-Vaughn Co.
   4. Basic Numbers and Money, 300-Allied Education Council
   5. Workbook IV (Arithmetic Problems, Divisions) - Allied Educ. Council
   6. Measure Up - Fearon Publishers
   7. Time and Telling Time - Fearon Publishers

C. Ditto Materials
   1. I Can Do Arithmetic - Hayes Duplicating Book A205, 3rd grade

D. Other Materials
   1. Date stamp and pad
   2. Calendar
   3. Clock - classroom
   4. Clock - model with movable hands
   5. Money - toy and real
   6. Large abacus
   7. Flash cards - addition, subtraction, multiplication, division
   8. Peg boards
   9. Rulers, yardsticks, tape measures
   10. Fraction discs
   11. Thermometer
   12. Game - Quizmo
   13. Hour glass
   14. Postage stamps
   15. Checks, bank books, deposit forms
   16. Catalogs, order blanks
   17. Newspapers
   18. Price lists
   19. Containers - half pint, pint, quart, half gallon, gallon

The objective for this area is to bring the child to an understanding of his world (physical, social, and economic) and to help him find his place in it. His good relationship with his own group, his regard for the rights of others, his respect for authority, and the knowledge of his opportunities and responsibilities as a contributing member of society, are stressed. In addition to experience in daily living involving cooperation, consideration, and dependability, instruction is given in the following areas: (1) Geography - our state and our country, including the main physical features, the leading industries, the main cities, and job opportunities; (2) History - the beginning and growth of our country, the heroes we revere and the holidays we observe, the establishment of our form of government, and current events; (3) Economics - local job opportunities and the skill of sensible buying; (4) Civics - good citizenship and patriotism.

I. Geography
    A. Our town
        1. Discuss our town
            a. the tourist attractions
            b. the physical features
            c. the industries and business places
            d. the recreational facilities
            e. the schools and churches
        2. Pretend a pupil is a stranger in town. Have another pupil direct him to a certain location.
        3. Using city map, have pupils locate
            a. their home
            b. their school
            c. their church
            d. their shopping center
            e. theatres
            f. other places as they become interested
        4. Draw map of familiar routes taken frequently by pupils
        5. Do exercises in "You and Your World" - Pacemaker - workbook
    B. Our state
        1. View filmstrips on Tennessee and discuss (film library)
            a. the large cities
            b. the mountains and the rivers
            c. the products and industries
            d. the dams, lakes, and valleys
        2. Display a collection (pupil contributions) of Tennessee rocks and mineral specimen.
        3. Study map of Tennessee and locate
            a. our city
            b. the large cities, including the capital

- c. the mountain ranges
  - (1) Smokies
  - (2) Cumberland
  - (3) Lookout
- d. the main rivers
  - (1) Tennessee
  - (2) Mississippi
- e. the county we live in

4. Discuss our sheltered location (between mountains, on the interior) as a determining factor for the location of Oak Ridge.
5. Discuss the cities various pupils have visited or lived in and the interesting sights there.
6. Discuss the weather, natural resources, etc., and the effect they have on people.
   - a. the food they produce
   - b. the jobs they have
7. Collect pictures of outstanding tourist attractions and arrange on the bulletin board around a map of Tennessee.
   - a. the Atomic Museum
   - b. the Smokies
   - c. the Hermitage
   - d. the Parthenon
   - e. Reelfoot Lake
   - f. Lookout Mountain
   - g. Norris Dam and others
   - h. Places of industry (Alcoa, Oak Ridge, Kingsport, etc.)
8. Discuss and locate the three main divisions, explaining how the terrain determines the ways of earning a living.
   - a. mining in the mountains
   - b. farming in the lowlands and valleys
   - c. manufacturing near waterways and power plants
9. Make a field trip to another part of the state.
10. Study and learn the meaning of geographical terms.
    - a. plateau
    - b. basin
    - c. mineral
    - d. population
    - e. climate
    - f. product
    - g. mining
    - h. industry
    - i. manufacturing
    - j. transportation

        - k. communication
        - l. earthquake
        - m. dam
        - n. steam plant
        - o. barge
        - p. mountain
        - q. valley
        - r. hill
          and others
    - 11. View and discuss films (see list of materials)
    - 12. Do exercises in "You and Your World" - Pacemaker workbook
- C. Our Country
    - 1. View films about the various states and places of interest in our country.
    - 2. Display a map of the United States.
        - a. locate our state
        - b. locate states the pupils have visited or have friends or relatives there.
    - 3. Make a relief map (paper mache) of the United States showing
        - a. the mountains
        - b. the main rivers
        - c. the capitol
        - d. the largest cities
        - f. the deserts
        - g. the states
    - 4. Learn the position, shape, and relative size of the states by working U. S. map puzzles.
    - 5. Discuss some of the leading industries and where they are located.
        - a. automobiles - Detroit
        - b. steel - Pittsburgh
        - c. fishing and shipbuilding - New England
        - d. agriculture - Midwest and South
        - e. mining - the mountains
        - f. oil - Texas and Oklahoma
    - 6. Determine why industries are where they are.
        - a. weather
        - b. transportation
        - c. fertility of soil
        - d. mineral deposits
    - 7. Write for free literature from Chambers of Commerce and state agencies.
    - 8. Do exercises in "You and Your World" - Pacemaker workbook
- D. Our world
    - 1. Study globe and locate other countries, oceans, etc.
    - 2. Do exercises in "You and Your World" - Pacemaker workbook
    - 3. Map routes taken by early explorers.

4. View films about people and places of other lands.
5. Follow the foreign travels, via newsletter of Weekly Reader correspondent, using maps, globe, and films.

II. History
  A. View filmstrips and films; complete worksheets "Long Ago in America;" have discussion about:
    1. Discovery of America
      a. Columbus and his trip
      b. the first inhabitants - Indians
    2. Some of the other explorers
      a. DeSoto
      b. Hudson
      c. DeLeon
      d. Magellan
    3. Landing of the Pilgrims and Puritans and their hardships in the beginning
      a. the Mayflower Compact
      b. their relations with the Indians
    4. Conflict with England
      a. taxation
      b. the Boston Tea Party
      c. the Declaration of Independence
    5. Life of George Washington
      a. surveyor and soldier
      b. the Revolutionary War and July 4th
      c. First president
    6. Abraham Lincoln
      a. early life
      b. the Civil War
      c. the contribution he made
      d. his death
    7. Other heroes
       Crockett, Boone, Houston, Jefferson, Jackson, etc.
    8. The Westward movement
  B. Discuss World Wars I and II in connection with Armistice Day (Veterans' Day) and Memorial Day
  C. Using U. S. relief map, discuss and demonstrate the growth of our country
    1. First, along the Atlantic Coast
    2. Later, to the interior and Westward as people became courageous enough to push back the frontier.
  D. Make bulletin board with stencil drawings of the flag, capitol, Statue of Liberty, Washington, Lincoln, etc.
  E. Construct clay forts patterned after those used by the pioneers.
  F. Read stories about national heroes and early life on the frontier.

- G. Display copies of Gettysburg Address, Constitution, and Declaration of Independence.
- H. Discuss current happenings in our country and our relationship with other countries - using T. V., newspapers, magazines, and Weekly Reader as source material.
- I. Listen to one daily newscast in classroom.
- J. Make notebook on early America - pictures, questions, answers.

III. Economics
- A. Develop ability to count money and make change, using real money with small groups of students.
- B. Discuss the use of money the children handle.
    1. Allowances and how they are spent
    2. Lunch money
- C. Discuss money used for family
    1. The necessary expenditures, food, rent, clothes, doctor, dentist, car, etc.
    2. Recreation - vacations, outings, movies, etc.
    3. Savings
    4. Plan grocery lists from weekly newspapers
- D. Students report on jobs they have done and the money they received.
    1. Babysitting
    2. Caddying
    3. Mowing lawns
    4. Washing cars
    5. Washing windows
    6. Working in cafeteria and others
- E. Discuss important qualities in doing any work for others
    1. Punctuality
    2. Cheerfulness
    3. Courtesy
    4. Consideration
    5. Thoroughness
    6. Willingness to make the extra effort

IV. Civics
- A. Citizenship
    1. Develop responsibility for doing classroom jobs - have specific daily job assignments.
    2. Discuss home duties
        - a. care of own possessions
        - b. clean room
        - c. help parents and siblings
    3. Encourage good manners in classroom, cafeteria, halls, etc.
    4. Read guidance bulletins "Getting Along" and discuss.

5. Elect classroom representatives
    a. student council representative
    b. class officers
    c. Jr. Red Cross representative
6. Examine voting machines
7. Discuss our system of electing those who administer our government
8. Discuss the qualities needed and requirements for office holding
9. Stress the fact that it is the right and duty of every citizen to vote
10. Discuss our city government and those who administer it.
    a. council
    b. mayor
    c. judge
    d. attorney
    e. town manager
11. View filmstrips on community services
    a. fire department
    b. police department
    c. health services
    d. library
    e. recreation
12. Discuss state government and know our representatives
    a. governor
    b. representatives
    c. supreme court
13. Have oral reports on laws that directly affect pupils
14. Use of articles in local newspaper pertaining to local civic projects, leaders, etc.

B. Patriotism
1. Read the story of our flag and learn the symbolism
    a. the colors
    b. the stars
    c. the stripes
    d. history of the flag
2. Learn proper way to salute, display, fold, and store the flag.
3. Learn the pledge of allegiance and the meaning of the words.
4. See filmstrips and read stories about the men who labored, fought, and sometimes died to establish and preserve our country.
5. Discuss the greatness of our country and some reasons for it
    a. rich in resources
    b. free enterprise
    c. integrity
    d. bravery
    e. willingness to endure hardships

Materials

Geography and History

A. Books
  1. Winning the West - How and Why Wonder Book
  2. North American Indians - How and Why Wonder Book

B. Worktexts
  1. You and Your World - Fearon Publishers
  2. The Town You Live In - Follett Publishers

C. Ditto Materials
  1. Long Ago in America - Continental Press
  2. Children of All Lands - Paine Publishing Co.
  3. Pioneer Days - Paine Pub. Co.

D. Films
  1. Australia - Encyclopedia Britannica Films
  2. Abraham Lincoln - EBF
  3. Alaska - NuArt
  4. Andrew Jackson - EBF
  5. Benjamin Franklin - EBF
  6. Booker T. Washington - EBF
  7. British Isles - EBF
  8. Bryce, Zion and Grand Canyon - Castle
  9. Children of China - EBF
  10. Children of Germany - EBF
  11. Children of Holland EBF
  12. Children of Japan - EBF
  13. Children of Switzerland - EBF
  14. Colonial Children EBF
  15. Colonial Expansion - EBF
  16. Constitution of the U. S. - EBF
  17. Daniel Boone - EBF
  18. Continent of Africa - EBF
  19. Lands Below the Sahara - EBF
  20. Day of Thanksgiving - Young America Films
  21. The Desert EBF
  22. Discovery and Exploration - EBF
  23. Early Settlers of New England - EBF
  24. Eli Whitney - EBF
  25. Eskimo Children - EBF
  26. Eskimo Sea Hunters - UWF
  27. Winterland in Western Alaska - EBF
  28. The Farmers of India - EBF
  29. Far Western States - EBF
  30. George Washington - EBF
  31. Greek Children - EBF
  32. Hawaii, The Fiftieth State - EBF
  33. Hopi Indian Crafts - EBF
  34. Man Without A Country - YAF
  35. Mexican Children - EBF
  36. The Middle States - EBF

37. The Northeastern States - EBF
38. The Northwestern States - EBF
39. Out Country's Flag - Coronet
40. People Along the Mississippi - EBF
41. Pioneer Home - Coronet
42. Pioneers of the Plains - EBF
43. Scandanavia - EBF
44. Southeastern States - EBF
45. Southwestern States - EBF
46. Story of Columbus - EBF
47. Story of the Pilgrims - MCG
48. Plymouth Colony - The First Year -EBF
49. Thomas Jefferson - EBF
50. Valley of the Tennessee - EBF
51. Western Movement - EBF
52. The Mailman - EBF
53. Washington, D. C. - Story of Our Capital - Castle Films
54. The American Flag - Academy Films

E. Other Materials
   1. Maps
      a. outline
      b. Oak Ridge
      c. Tennessee
      d. United States
   2. Globe
   3. Flag
   4. Game of the United States
   5. Records
      a. Songs of the Colonies
      b. Christopher Columbus
   6. Stencil book of patriotic designs (#152 Highland Products)
   7. Map puzzles
   8. My Weekly Reader - Education Center
   9. Know Your World - Education Center
   10. Map Skills for Today - Education Center
   11. Current magazines and newspapers

Materials

Economics

A. Worktexts
   1. The Money You Spend - Turner Livingston Series-Follett Publ. Co.

B. Other materials
   1. Money - real and play
   2. Checks, bankbooks, deposit slips
   3. Newspapers

Junior High Social Studies

Materials

Civics

- A. Ditto materials
  - 1. Community Helpers - Continental Press
- B. Filmstrips
  - 1. Our Community Series (#8180-EBF)
    - a. Our Library
    - b. Our Fire Department
    - c. Our Police Department
    - d. Our Post Office
    - e. Our Health Department
    - f. Our Parks and Playgrounds
- C. Films
  - 1. Constitution of the United States - EBF
  - 2. Man Without a Country - UAF (Young America Films)
  - 3. Our Country's Flag - Coronet
  - 4. Washington, D. C., The Story of Our Capital - Castle Films
  - 5. The American Flag - Academy Films

Methods and Activities

I. Communication
  A. By telephone
    1. Study the telephone directory and find names and numbers.
    2. Discuss proper way to talk on the phone.
      a. don't monopolize
      b. be courteous
      c. don't annoy others by calling too frequently.
    3. Discuss long distance calls.
      a. how they are made.
      b. the convenience of them.
      c. the importance of them.
  B. By mail
    1. Discuss and collect various kinds of stamps.
      a. air mail.
      b. special delivery.
      c. general delivery and others.
    2. Discuss and collect post marks from many cities and states.
    3. Let pupils write a letter to a friend or relative in another city and mail it.
    4. Discuss safe ways of mailing money.
      a. money order.
      b. certified check.
      c. registered.
    5. Read stories about the history of the mail service (pony express, etc.)
  C. Radio and television.
    1. Discuss the great strides made in the past few years in radio and television and how this has made the world seem smaller.
    2. List and discuss the services rendered by radio and television.
      a. entertainment.
      b. education.
      c. news reporting.
    3. Use workbook, The Television You Watch, Follett Pub.

II. Transportation
  A. List and discuss the various ways of travel.
    1. Automobile
    2. Bus
    3. Train
    4. Boat
    5. Plane

B. Let pupils share travel experiences.

C. Make a list of foods we eat and check the ones that are not locally produced (bananas, cocoa, citrus fruits, etc.) Discuss the methods used to get these foods to us (boat, plane, train, truck).

D. Discuss the efforts being made to make transportation easier.
  1. New super highways
  2. Canals and seaways
  3. Larger and more efficient conveyances.

Materials

A. Worktexts:
Turner-Livingston Series, Follett Pub. Co.
  1. The Television You Watch
  2. The Phone Calls you Get
  3. The Letters You Write
  4. The Newspapers You Read

B. Filmstrips:
  1. Foods - EBF
  2. Getting Food Ready for Market - EBF
  3. Where Food Comes From - EBF

C. Films:
  1. Boats - EBF
  2. Building a Highway - EBF
  3. Flatboatmen of the Frontier - EBF
  4. The Great Lakes - EBF
  5. Development of Transportation - EBF
  6. Development of Communications - EBF
  7. Railroad Builders - EBF

D. Other Materials:
  1. phone books
  2. stamps and postmarks
  3. envelopes
  4. catalogues
  5. road maps
  6. television and radio programs
  7. books on travel
  8. travel pamphlets

Methods and Activities

I. Science
  A. Weather
    1. Discuss weather forecasts and check for accuracy.
    2. Demonstrate air movement (wind) by seeing small pieces of tissue paper move upward above the radiator.
    3. Watch the clouds being moved by the wind.
    4. Explain that fog is a cloud near the earth.
    5. Put a pail outside in the rain and measure the rainfall (this is what is meant when rainfall is given in inches).
    6. Use thermometer to determine inside and outside temperature.
    7. Explain the meaning of "zero," "freezing point," "degrees," etc.
    8. Discuss the kinds of precipitation (rain, snow, hail, sleet).
    9. Discuss hurricanes, tornadoes, floods, etc.
    10. View and discuss filmstrip - "What Is Weather?"
    11. Discuss the effect the weather has on our life every day.
      a. the clothes we wear - light absorption of colors
      b. the food we eat
      c. the places we go
    12. Use picture set "Familiar Cloud Forms."
    13. Use How and Why Book on Weather - read and discuss.
    14. View film "The Unchained Goddess" - Bell Telephone
  B. Universe
    1. Display a map of the universe and discuss the size and location of the planets, with respect to the sun.
    2. Demonstrate the movement of the moon around the earth, the earth around the sun, and the rotation of the earth on its axis.
      a. pupils placed in the positions of the earth, moon, and sun
      b. a chalk drawing (with arrows) of the movements.
      c. a mechanical model of the universe
    3. View and discuss filmstrips (Encyclopedia Britannica)
      a. Our Mother Sun
      b. Our Planet Earth
      c. You and the Universe
      d. What Day Is It?
      e. When Night Comes

4. Discuss the events of our space exploits.
    a. the astronauts
    b. the satellites
5. Read and discuss How and Why books on Stars, Rockets and Missiles, and Moon.

C. Plants
1. Plant flower and vegetable seeds in boxes and observe as they germinate and develop. Put some in favorable situations (sunlight, water and good soil) and others in unfavorable situations (poor soil, darkness, little water). Draw conclusions from results.
2. Set flower plants in pots for family gifts.
3. Take seasonal field trips near school identifying wild flowers in bloom. Use How & Why Wonder Book "Wild Flowers" as basis of discussion and identification.
4. Collect and press leaves of local trees. Learn identification of each. Use How & Why Wonder Book "Trees."
5. View and discuss filmstrip set, "Plants: How They Live and Grow" and "Meet the Plant Family."
6. Discuss how all animal life is dependent directly on plant life. Then pursue concept that in turn all life depends on sun, since plants need sunlight in order to live.
7. Complete worksheets from "Trees of the U. S."

D. Animals
1. Collect insects native to area.
2. Discuss usefulness and destructiveness of various insects.
3. Study life cycles of common insects as flies, bees, and ants. View films on each.
4. Obtain ant or bee farm and watch colonies at work.
5. Use lesson plans and pictures of SEV Picture-Story Study Prints "Common Insects" and "Moths and Butterflies."
6. Use How & Why Wonder Books, "Insects, Butterflies and Moths," "Ants and Bees", as a basis for discussion and information.
7. View and discuss filmstrip set "Insects: How They Live and Grow."
8. Show pictures and specimens of poisonous insects, plants and snakes. Discuss ways of recognizing dangerous living things. Also include carbon monoxide, electricity, alcohol and tobacco, precautions with medicine, spoiled foods and ways to recognize them, water purification.

9. View films and discuss animals with backbones. Also SEV prints on same.
10. Obtain frog eggs and watch developmental changes from tadpole to adult. Use Wonder Book "Reptiles" also SEV prints "Reptiles and Amphibians."
11. View and discuss filmstrip series "Different Kinds of Animals."
12. Do a mural on sealife including flora and fauna of the sea.
13. Discuss and show pictures of native fish. Discuss balance of nature so dominant in fish life.
14. Use Wonder Book "Fish" and SEV prints "Familiar Fresh-Water Fish" as guides in discussion.
15. Obtain model of human body. Use as basis for unit on body parts, systems, relationships, and care of body.
16. Complete worksheets on human body.
17. Use How & Why Wonder Book "The Human Body" as guide.
18. View films on the different systems and how they depend on each other for existence.
19. Illustrate by true stories and drawings on board why skin, hair, and other parts of the body must be kept clean to prevent disease and death.
20. Have students keep workbook on entire unit.
21. Have lab practicals - having students identify parts and purposes of the plastic model.
22. View and discuss filmstrips, "Meet the Human Family," "You Are Alive."
23. Have students give talks tracing paths of systems as digestive, circulatory, etc.
24. Discuss pets belonging to the pupils, and how to care for them.
25. Read and discuss the science supplement of Weekly Reader.
26. Set up aquarium and study balance of nature between plants and animals. Include plants, fish and snails.

E. Miscellaneous
1. Do programmed instruction units prepared from stories from Science Readers (Reader's Digest).
2. Using magnet, determine which metals in the classroom are magnetic.
3. Use magnifying glass on field trips. Demonstrate the fire hazard of glass in conjunction with the sun.
4. Using pulleys, demonstrate their aid in lifting.

5. Using tuning fork in a container of water, demonstrate the movement of air waves.
6. Using a burning candle, covered with jar, demonstrate the necessity of oxygen for oxidation.
7. Using an empty glass turned upside down in a container of water, demonstrate that air has pressure and takes up space.
8. Using two pieces of metal, rubbed together vigorously demonstrate the implication of friction (heat, resistance). Then put oil between the metal to demonstrate a way of combatting friction (less heat, less resistance).
9. Using a small rubber tube and two water containers, demonstrate siphoning.
10. Display pupils' collection of interesting fossils, rocks, stalactites, stalagmites, leaves, wasp nests, etc.
11. Read and complete exercises in Science Reading Adventures (Ed. Center, Columbus, Ohio).

II. Conservation
   A. View and discuss filmstrips about our natural resources (school library).
      1. Forests
      2. Soil
      3. Minerals
      4. Water
   B. Discuss ways to use our resources wisely and what is being done to control their use.
      1. Re-forestation
      2. Building dams
      3. Crop rotation
      4. Fire and flood prevention

Materials
   A. Books

      1. Science Readers (Orange, Blue, Green)-Reader's Digest
      2. Obtain from school library books on birds, plants, insects, reptiles, animals, etc.
      3. How and Why Wonder Books
         a. Rocks and Minerals
         b. Dinosaurs
         c. Weather
         d. Stars
         e. Electricity
         f. Trees
         g. Butterflies and Moths
         h. Ants and Bees
         i. Reptiles
         j. The Human Body
         k. Fish
         l. Wild Animals
         m. Insects
         n. Wild Flowers
      4. Weekly Reader Science Supplement

B. Worktext:
Teacher-made programmed instruction units based on Science Readers from Reader's Digest

C. Ditto Material:
Paine Pub. Co.
1. Human Body
2. Trees of the U. S.
3. Bird We Should Know
4. Flowers We Should Know
5. Nature Science
6. Practical Science, Book 3
7. Practical Science, Book 4
8. Hayes Familiar Wild Flowers
9. Physiology Outline Drawings

D. Filmstrips:
#9900 Encyclopedia Britannica
1. Our Mother Sun
2. Our Planet Earth
3. You and the Universe
4. Seasons Come and Go
5. What Day Is It?
6. When Night Comes
7. What Is Weather?
8. Power Moves Things
9. Meet the Plant Family
10. Meet the Animal Family
11. Meet the Human Family
12. You Are Alive

#9150
"Natural Resources and You"
1. What We Need
2. Where We Find It
3. How We Get It

Encyclopedia Britannica Series
1. Insects: How They Live and Grow
2. Different Kinds of Animals
3. Plants: How They Live and Grow

E. Films: Science
Animals in Modern Life EBF (Encyclopedia Britannica)
Animals in Winter - EBF
Ants - EBF
Arthropods - The Joint-legged animals - EBF
Birth of the Soil- EBF
The Blood-EBF
Butterflies-EBF
Camoflage in Nature through Form and Color Matching - Coronet
The Chick Embryo-EBF
Common Animals of the Woods-EBF
(Distribution of Plants and
(Animals - EBF
Echinoderms-Sea Stars and Their Relatives-EBF
The Fish Embryo-ENF
Five Colorful Birds - Coronet
The Honey Bee - EBF
The Housefly - EBF
How Animals Defend Themselves-Young American Films

Life in the Aquarium - Young American Films
The Mosquito - EBF
Reptiles - EBF
Robin Redbreast - EBF
Roots of Plants - EBF
The Sea - EBF
Seashore Life - EBF
Seed Dispersal - EBF
Seed Germination - EBF
Restless Sea - Southern Bell
The Unchained Goddess - Southern Bell
Autumn on the Farm - EBF
Wonders in Our Own Backyard - Churchill Wexler
Wonders in a Country Stream - Churchill Wexler
This Is the Moon - Young American Films
Pond Life - EBF
Life of a Plant - EBF
Life Cycle of the Frog - United World Films
How Animals Move - Young American Films
How Animals Eat - Young American Films
Growth of Plants - EBF
Growth of Flowers - Coronet
Gray Squirrel - EBF
Gardening - EBF
Earth in Motion - EBF
Snakes - Coronet
The Snapping Turtle - EBF
Social Insects - EBF
Songbirds of the North Woods - Eastin
Sound and How It Travels - EBF
Spiders - EBF
Thrushes and Relatives - EBF
Volcanoes in Action - EBF
Water and What It Does - EBF
What Is An Amphibian?- EBF
What Is A Bird?- EBF
What Is A Fish?- EBF
What Is A Mammal? - EBF
What Is A Reptile? - EBF
What Makes Rain? - Young American Films
Conservation:
Conservation of Natural Resources - EBF
Fire Prevention - EBF
Fire: What Makes It Burn? - EBF
The Forest Produces - EBF
Erosion - United World Films
A Heritage We Guard - United World Films
Wearing Away of the Land - EBF
Fire - Cause for Alarm - Southern Bell

F. Other Materials:
1. Society for Visual Education Picture-Story Study Prints
Common Insects Moths and Butterflies

Wild animals
Important Minerals
Familiar Cloud Forms
Familiar Fresh-Water Fish
Animals Without Backbones
Reptiles and Amphibians

2. Aquarium, stand, heater, thermometer, pump and reflector
3. Borrow from school science department:
    Model of universe
    Model of human body
    Specimens of reptiles, amphibians, insects, body parts, etc.
4. Seeds, soil, boxes and pots for planting
5. Junior Science Kit
    Thermometer
    Spring scales
    Magnets
    Magnifying glass
    Tuning fork
    Candle
    Beakers
    Rubber tubes
6. Flannel board and flannel cut-outs, Paine Pub. Co.
    U. S. Weather Set
    Study of Plant Growth
    Seeds and Their Travels
7. Baker Nature Packet - 166 Science Activities

Methods and Activities

I. Health
  A. Use worksheets on
    1. Cleanliness
    2. Nutrition
    3. Exercise
    4. Rest
    5. Care of the teeth
  B. Make bulletin board and posters on
    1. Proper foods for breakfast, lunch, and dinner
    2. Care of the teeth
      a. brushing
      b. regular visit to the dentist
      c. eat proper foods
      d. drink milk
    3. The basic foods
  C. View and discuss filmstrips - Keeping Healthy-Encyclopedia Britannica
    1. Save Those Teeth
    2. Sleep for Health
    3. Exercise for Happy Living
    4. Care of the Skin
    5. Care of the Hair and Nails
    6. Common Cold
  D. Make health scrap books, using pictures from magazines and listing good health habits.
  E. View and discuss filmstrips - Foods - Encyclopedia Britannica
    1. Kinds of Foods
    2. Where Food Comes From
    3. Getting Food Ready for Market
    4. Keeping Food from Spoiling
    5. The Food Store
    6. Food for Good Health
  F. Establish good health habits within the classroom
    1. Wash hands before lunch and after using the restroom.
    2. Use handkerchief or tissue when sneezing or coughing.
    3. Administer first aid when needed.
    4. Discuss personal grooming and cleanliness.
    5. Compliment pupils who look neat, clean, eat all their lunch, etc.
  G. Visit from school nurse to discuss puberty to separate groups
  H. Make tooth powder and encourage proper brushing of teeth

Mix with mortar and pestle
1/3 part salt
2/3 parts soda
Flavor with peppermint. Use as powder or add small amount of water to make paste.

- I. Make individual clothes bags for soiled clothes.
- J. Make a study of which foods contribute to particular body needs as meat builds muscle, milk builds bones and teeth.
- K. Plant culture dishes with dirt from fingernails, teeth, money, etc. Observe results after several days.
- L. Have tasting party to introduce unfamiliar foods.
- M. Assign responsibilities on rotating basis to insure a healthful and proper classroom environment.
  - 1. Ventilation
  - 2. Dusting
  - 3. Adequate and uncluttered passageways
- N. Cut out foods and place on paper plate-forming a well-balanced meal.

II. Safety
- A. At school
  - 1. Discuss dangers of running in the hall or on the stairways, to self and others.
  - 2. Discuss and practice the proper use of sharp instruments, such as scissors, knives, compass, saw, etc.
  - 3. Use every school and room accident as a golden opportunity for a lesson in safety.
  - 4. Read and discuss "Getting Along" pamphlets - obeying rules and reason for rules.
- B. At Home
  - 1. Discuss fire prevention and make fire prevention posters.
  - 2. Share experiences pupils have had with home fires and talk about ways they could have been prevented.
  - 3. Discuss ways of preventing home accidents, such as putting away toys, avoiding hazardous climbing, keeping away from poisonous material, etc.
  - 4. Arrange a bulletin board on accident prevention.
  - 5. Dramatize proper methods of making emergency phone calls.
- C. In the neighborhood
  - 1. Study traffic sign flash cards.
    - a. learn to read them
    - b. learn the meaning of each of them

2. View and discuss filmstrips - Community Helpers - Encyclopedia Britannica
    - a. Our Police Department
    - b. Our Fire Department
3. Discuss the prevention of playground accidents - share experiences.
4. Discuss summer safety
    - a. while swimming
    - b. while camping
    - c. while hiking

D. First Aid Training
1. cleaning wounds
2. bandaging
3. artificial respiration
4. making splints

Materials

A. Books:
Getting Along Series - Economic Press

B. Worktext:
Plans for Living, Your Guide to Health and Safety, Fearon Pub.

C. Ditto materials:
Teacher-made ditto worksheets on health and safety.

D. Filmstrips:
1. Encyclopedia Britannica #8420 Food
    - a. Kinds of Food
    - b. Where Food Comes From
    - c. Getting Food Ready for Market
    - d. Keeping Food from Spoiling
    - e. The Food Store
    - f. Food for Good Health
2. Encyclopedia Britannica #7300 - Keeping Healthy
    - a. Save Those Teeth
    - b. Sleep for Health
    - c. Exercise for Happy Living
    - d. Care of the Skin
    - e. Care of the Hair and Nails
    - f. Common cold
3. Encyclopedia Britannica - Community Helpers
    - a. Our Police Department
    - b. Our Fire Department

E. Films:
1. Body Defenses Against Disease-EBF
2. Care of Hair and Nails - EBF
3. Care of the Skin - EBF
4. The Common Cold - EBF
5. Defending the City's Health - EBF
6. Dental Health, How and Why - Coronet
7. Digestion of Foods - EBF
8. The Doctor - EBF

9. Eyes and Their Care - EBF
10. First Aid - Wounds and Fractures - EBF
11. Fundamentals of Diet - EBF
12. Immunization - EBF
13. The Nose - EBF
14. Personal Health for Girls - Coronet
15. Personal Health for Boys - Coronet
16. Posture and Exercise - EBF
17. Safe Living at School - Coronet
18. Safety in the Home - EBF
19. Safety with Electricity - EBF
20. The Teeth - EBF
21. Tuberculosis - EBF
22. You and Your Bicycle - Progressive Pictures
23. The Best Way to Eat, #1585 - Modern Talking Picture Series
24. Behind the Label #2100 - Modern Talking Picture Series
25. Focus on Food #2065 - Modern Talking Picture Series

F. Other Materials
    1. Road sign flash cards
    2. Food charts
    3. First Aid Kit
    4. Magazines
    5. Mortor and pestle
    6. Petri dishes

Methods and Activities

I. Cooking
  A. Clean, prepare, and cook vegetables, meats, and desserts.
  B. Plan and serve balanced meals.
  C. Practice table arrangement and setting.

II. Preserving
  A. Prepare and can fruits and vegetables.
  B. Prepare and freeze fruits and vegetables.

III. Cleaning
  A. Wash and store cooking utensils and dishes.
  B. Dust and arrange furniture.
  C. Clean and wax floor.

IV. Laundering
  A. Separate and wash soiled clothing and linens.
  B. Iron flat items and clothing.

V. Sewing
  A. Make simple items - dish towels, pillow cases, etc.
  B. Using patterns, make aprons, shorts, skirts, simple dresses, etc.
  C. Mend rips and tears; sew on buttons, etc.

VI. Knitting and Crocheting
  A. Knit simple items, such as bedshoes, head bands, belts, etc.
  B. Crochet edgings.

Materials

A. Cooking and freezing facilities
  Stove
  Refrigerator with freezing compartment
  Cooking utensils
  Dishes
  Fruit jars

B. Laundry facilities
  Washing machine
  Dryer
  Iron
  Ironing board

C. Sewing facilities
  Sewing machine
  Patterns
  Needles, scissors, and thread

D. Cleaning materials
   Mop
   Broom
   Soap
   Scrub pads

E. Knitting and crocheting needles and yarn

F. Films
   Bread - EBF
   Good Table Manners - Coronet
   Home Electrical Appliances - EBF
   Principles of Cooking - EBF
   Sewing: Fundamentals - Young American Films

GROOMING
AND
SOCIAL RELATIONSHIPS

Grooming
Methods and Activities

- I. Hair
  - A. Shampoo and style hair
  - B. View and discuss filmstrip and film on care of the hair
- II. Nails
  - A. Clean, trim and file nails
  - B. View and discuss filmstrip and film on care of nails
- III. Teeth
  - A. Encourage regular brushing
  - B. Encourage regular visits to the dentist
  - C. Discuss proper diet in relation to teeth
  - D. View and discuss filmstrips and films on dental care
- IV. Personal cleanliness
  - A. Body cleanliness
    - 1. Discuss and encourage frequent bathing
    - 2. Encourage use of deodorants
  - B. Clothing
    - 1. Promote the wearing of clean clothing throughout by discussion, compliments, etc.
    - 2. Clean and polish shoes when needed
- V. Selection of proper attire
  - A. For school
  - B. For play
  - C. For parties and special occasions

Social Relationships
Methods and Activities

- I. In the classroom and at school
  - A. Encourage the practice of courtesy and good manners
    - 1. by discussion and recognition
    - 2. by selection of best citizen of the day or week
    - 3. by correction when needed
  - B. Develop responsibility and cooperation
    - 1. by sharing materials and tasks
    - 2. by performing classroom and school jobs
    - 3. by working together in planning class projects
  - C. Read "Getting along" series and view films on good citizenship
- II. Boy-Girl relationship (Dating)
  - A. Use the Dear Datebook as basis for discussion
  - B. Have pupils work through the self-teaching unit Introduction to Dating

C. Collect cartoons illustrating points presented in the two above materials.
D. Have question box in classroom for questions not included in Dear Datebook.
E. Dramatize rules of etiquette - introduction, helping girl into car, seating girl at table, ordering from menu, etc.
F. Collect recipes for snacks - popcorn, fudge, cocoa, etc.
G. Discuss finances involved in dating, both boy's and girl's responsibility.
H. Emphasize responsibility to parents during dating years.
I. Record skits written to illustrate correct and incorrect dating procedures.

Materials - Grooming

A. Grooming
   1. Shampoo
   2. Sink
   3. Hair dryer and rollers
   4. Shoe shine kit
   5. Manicuring equipment

B. Filmstrips
   1. Care of Hair and Nails - EBF
   2. Care of Skin - EBF
   3. Care of Teeth - EBF

C. Films
   1. Care of Hair and Nails - EBF
   2. Care of the Feet - EBF
   3. Care of the Skin - EBF
   4. Dental Health - How and Why - Coronet
   5. How To Be Well Groomed - Coronet

Materials - Social Relationships

A. Books:
"Getting Along" Series, Economic Press
B. Worktext:
   1. "Dear Datebook" and "Introduction to Dating" (teacher-made unit, Mrs. Sue Diehl, Oak Ridge Schools)
   2. Turner-Livingston Series - Follett
      a. The Family You Belong To
      b. The Friends You Make
      c. The Person You Are
      d. The Movies You See

C. Films:

1. Beginning Responsibility -Coronet
2. Developing Responsibility - Coronet
3. Everyday Courtesy - Coronet
4. Growth of Adaptive Behavior - EBF
5. How We Cooperate - Coronet
6. Obligations - EBF

The pupils are encouraged in free expression rather than the use of patterns. Examples of what may be done with various materials are sometimes shown to arouse interest. The mentally handicapped child is sometimes very talented in art and achieves real satisfaction and prestige in the group with his art work. Even though the pupil is not able to display talent, he is encouraged to use art as a means of expression and relaxation. Art work in the class affords an opportunity to develop cooperation and sharing, to experience appreciation for own and other's work, and to experience a feeling of confidence and self-worth.

Methods and Activities

I. Make random designs - scribbling on a piece of manila paper and painting or coloring within the lines.

II. Make blot or chance designs - put a few drops of paint on a piece of manila paper, fold over, press with fingers, unfold and see the design. Have pupils discuss what they see in each design.

III. Make geometric designs - using compass, protractor, and ruler, cover the paper with designs. Color or paint within lines.

IV. Make paper mosaics - a good way to use scrap colored paper. Draw free hand picture and cover with tiny pieces of colored paper.

V. Make paper sculpture - roll and/or fold colored construction paper to form various objects (people, masks, animals, etc.)

VI. Make ice cream stick structures - letter holders, cabins, pencil holders, jewelry boxes, bowls, etc.

VII. Make box sculpture - use various size and shape boxes to form animals, people, etc.

VIII. Make clay objects - bowls, vases, forts, animals, etc.

IX. Make bulletin boards and posters, using construction paper, chalk and paints

    A. Autumn
    B. Halloween
    C. Thanksgiving
    D. Christmas
    E. Patriotic
    F. Valentine
    G. Easter
    H. Fire prevention and others

X. Make pot holders and place mats

XI. Make table decorations and place cards for classroom parties.

XII. Make Christmas decorations and center pieces.

XIII. Make block and circle lettering for bulletin board.

XIV. Make ceramic tile and seed mosaics.

Materials

Poster paints
Crayons
Tempera paints
Water colors
Clay
Glue and paste
Brushes
Spatter paints
Construction paper
Manila paper
Loops and looms
Yarn
Wheat paste
Tagboard
Scissors
Plyboard
Ruler and yardstick
Stencils
Tape, stapler, clips, etc.
Seeds
Tile

(See "Alphabet of Art Activities" in Appendix III)

The following activities serve as an enjoyable relief from class work and are aimed at developing good sportsmanship, pride in putting forth sincere effort in team work, and responsibility in caring for equipment.

Activities

Competitive games:

1. Roll-a-bat
2. Kick ball
3. Soft ball
4. Touch football
5. Horse shoes
6. Around the World
7. Dodge ball
8. Relay races
9. Croquet

Free play:

1. Passing the ball
2. Shooting goals
3. Hop-scotch
4. Tag
5. Bouncing the ball
6. Jumping rope

Materials:

Jumping ropes
Croquet
Football
Soft ball
Boat
Kickball (utility ball)
Horseshoes

INTEGRATION IN REGULAR SCHOOL PROGRAM

(Art, Physical Education, Vocal Music, Homemaking, Industrial Arts)

It is important to the mentally retarded child to feel a part of the total school program. The special class pupils participate in the regular student council elections. They also elect a room representative for student council. They participate in the Junior Red Cross drives, March of Dimes drives, etc. They attend all assemblies, pep rallies, etc. They eat in the regular school cafeteria. Some of the boys earn their lunch by working in the careteria. Some of the girls are library assistants and bookstore attendants. The classroom is large and favorably located on the first floor adjacent to regular classrooms.

The pupils are, at various times, placed in the following non-academic classes: art, vocal music, physical education, homemaking, and industrial arts. In these classes, the pupils are able to achieve a degree of success. They are scheduled in at least one of these classes daily.

In addition to work in these regular classes, the pupils have experiences, within the homeroom, in the following areas: art, physical education, and homemaking.

HIGH SCHOOL

I. Purposes
  A. For information
  B. For pleasure

II. Skills to be developed
  A. Vocabulary
  B. Word attack
  C. Increased rate of reading
  D. Comprehension

III. Areas in which skills are to be applied
  A. Directions
  B. Application forms
  C. Manuals
  D. Newspapers
  E. Magazines
  F. Telephone books
  G. Maps and charts
  H. Catalogues
  I. Menus
  J. Contracts
  K. Books

Methods and Activities

1. Develop vocabulary through reading assignments in textbooks
2. Provide materials on level pupils can read and understand -- high interest, low reading level.
3. Encourage independent reading.
4. Develop word comprehension and the use of words as they are encountered in reading.
5. Assign a story for each pupil in reading materials (Reader's Digest Skill Builders, Social Studies books)
    a. Hear pupil's story
    b. Record and play back
6. Read Occupational Reading Series (SRA) and evaluate information given, through observation of local job situations.
7. Vocabulary Study (learn, spell, and use)
    a. New and difficult words
    b. Occupational words (example: application)
    c. Traffic words (example: caution)
    d. Written numbers
    e. Vocational words (example: plumber, machine, names of tools, etc.)

Materials

A. Books
  1. Reading Skill Builders - Reader's Digest Services, Inc.

2. The Job Ahead - New Rochester Occupational Reading Series, SRA
3. Webster's New Collegiate Dictionary, G. and C. Meriam Co.
4. Teenagers Prepare for Work, Carson & Daly
5. Getting Along Series, Economic Press
6. Tennessee Driver's Manual, Dept. of Safety, Nashville, Tenn.
7. Pacemaker Story Books, G. R. Crosher
8. A Job for You, Steck-Vaughn Co.
9. Turner-Livingston Reading Series, Follette Publishing Co.

B. Worktexts
   1. Guide to Better English, Educational Guidance Co.
   2. Learning and Writing English, Steck-Vaughn Co.
   3. How to Read Better, Steck-Vaughn Co.
   4. I Want to Read and Write, Steck-Vaughn Co.

C. Other Materials
   1. Picture Series: Jobs in Action, SRA
   2. Flip-Over Chart on Being Teenagers, Nat. Form Guidance Series
   3. Job applicationforms (from employers)
   4. Scholastic Scope, weekly newspaper, Scholastic Magazine, Inc.

- I. Purposes
  - A. Record keeping
  - B. Communication

- II. Skills to be developed
  - A. Use of writing instruments
  - B. Letter and word formation
  - C. Legibility

- III. Area in which skills are to be applied
  - A. Writing letters
  - B. Filling out forms
  - C. Writing short themes and summations
  - D. Making lists
  - E. Making orders

Methods and Activities

1. Construct simple sentences, using capitalization and punctuation.
2. Write letters
   - a. Personal
   - b. Business
3. Write simple themes.
4. Summarize stories, illustrating:
   - a. Comprehension
   - b. Ability to express thoughts in writing
5. Fill out job application forms.
6. Write "thank you" notes."

Writing is not taught as a separate subject but it correlates with class work.

Methods and Activities

Since the primary goal for the secondary class is to prepare the pupils for life and living after school days, the spelling program is based on words they may encounter in the field of work and living. The following functional word lists are used:

1. Words from driver training manual, such as
    a. license
    b. speed
    c. curve
    d. intersection
    e. highway
    f. pedestrian
    g. automobile
    h. traffic and others

2. Words from job application forms, such as
    a. reference
    b. address
    c. telephone number
    d. other employers
    e. signature
    f. birthdate
    g. experience
    h. relatives
    i. doctor
    j. health condition
    k. handicap and others

3. Words from city government and community activities, such as
    a. traffic violation
    b. court fine
    c. judge
    d. policeman
    e. detective
    f. librarian
    g. utilities
    h. post office
    i. church
    j. fireman
    k. money order
    l. movie and others

4. Words pertaining to the organization and functioning of our federal government, such as
    a. democracy
    b. freedom
    c. vote
    d. candidate

- e. Republican
- f. Democrat
- g. Congress
- h. Senators and others

5. Words from vocational services, such as
    - a. labor
    - b. wages
    - c. union
    - d. rate
    - e. salary
    - f. foreman
    - g. supervisor
    - h. manager
    - i. names of job titles and others.

6. Words from reading materials

I. Purpose - problem solving

II. Skills to be developed
    A. The fundamental operations
        1. place value
        2. addition
        3. subtraction
        4. multiplication
        5. division
        6. fractions
    B. Measurement
    C. Reasoning

III. Areas in which skills are to be applied
    A. Buying and selling
    B. Time
    C. Use of measuring devices - rulers, scales, containers
    D. Wages
    E. Distance
    F. Banking

Methods and Activities

Students take a one-year general math course to meet graduation requirements. This is taught by the special education teacher. Practical math is taught when applicable in other courses.

Since the primary purpose of the secondary academic class is to prepare the pupils for life and living after school days, the mathematics program is primarily concerned with problems the pupils will encounter in situations such as number of hours worked; amount earned in wages per day, week, month and year; time clock problems; buying and selling problems; family budget problems; and savings problems.

Materials

A. Books
    1. Basic Modern Mathematics, Addison-Wesley, Pub. Co.
    2. Rochester Occupational Series, SRA
    3. Teenagers Prepare for Work, Carson & Daly
B. Worktexts
    1. Using Dollars and Cents, Fearon Publishers, Inc.
    2. Money Makes Sense, Fearon Publishers, Inc.

SCIENCE - BIOLOGY

I. Purpose

To acquaint the pupil with the world of living things and his place in it. Because of the students' needs and interests, general science topics are included. This course fulfills the one-year science requirement for graduation and is taught by the special education teacher.

II. Content

- A. Biology of Animal Life
- B. Biology of Plant Life
- C. Ecology
- D. Biology of Man
- E. General Science
  - 1. The Earth and Its Neighbors
  - 2. Matter and Energy
  - 3. Earth Science
  - 4. Electricity

Methods and Activities

An effort is made to teach scientific concepts within a framework of the world the student knows and to enlarge this world. Class discussions, personal and class observations, nature hikes, field trips, short and long-term experiments, labs, and movies are among the methods used. An extensive ecology study is done using areas near the school. The Regional Science Experience Center helps in planning units and in furnishing equipment, materials, and teaching personnel.

Materials

- A. Books
  - 1. Living Things, Holt, Rinehart & Winston, Inc.
  - 2. Elements of Biology, Allyn & Bacon, Inc.
  - 3. Study Lessons in General Science, Follett Basic Learnings Program, Follet Publishing Co.
  - 4. Reader's Digest Science Readers, (3 levels)
  - 5. Easy-read Science Books on all subjects studied

- B. Worktexts
  - 1. The World About You, grade 4, Steck-Vaughn Co.
  - 2. New Science Reading Adventures, Weekly Reader Practice Book, levels 3, 4, 5

- C. Films and Filmstrips

- D. Other materials
  - 1. Baker Nature Study Packet, Baker Science Packets

Purpose

This is the study of personal and community health problems and first aid. Physical, emotional, and social well-being are emphasized as well as safety and accident prevention. Sex education and human reproduction are studied.

Content

1. Personal appearance
2. Behavior
3. Poisons
4. Diseases
5. Eyes and ears
6. Bones, skeletons and muscles
7. Respiratory system
8. Emotions
9. Liquids in your body
10. Heart
11. First aid and safety
12. Food and digestion
13. Nervous system
14. Human reproduction system
15. Glands

Methods and Activities

This is a ½ credit course required for high school graduation. Boys take this in the regular curriculum for one semester. Girls are taught by the special education teacher for one year. Community resource people and films supplement the regular study of texts and booklets. The class takes a two-weeks Junior American Red Cross First Aid Course. Much time is devoted to class discussions arising from personal health problems, disease and accident prevention. The importance of recognizing health problems and seeking medical attention is emphasized. The importance of proper diet is stressed throughout the course.

Materials

A. Books
    1. Modern Health, Holt, Rinehart & Winston, Inc.
B. Worktexts
    1. Protecting Our Health, 7th grade, Economy Pub.
    2. Plans for Living, Your Guide to Health & Safety, Fearon Publishing Co.
C. Films and Filmstrips
D. Other materials
    1. Booklets from City Public Health Dept., U. S. Dept. of HEW, and American Medical Association

I. Geography

Content

A. Purpose - To know more about the world and to function adequately in it.
B. Skills to be developed
   1. Use of instruments (maps, globes, etc.)
   2. Locating references
C. Areas in which skills are to be applied
   1. Physical characteristics
      a. size
      b. shape
      c. elevation (mountains, valleys)
      d. properties (land, water)
   2. Location
      a. city
      b. county
      c. state
      d. nation
      e. world
   3. Products (related to particular location)
   4. People and customs

Methods and Activities

A. Use of maps and globe in teaching the size and shape of our country in comparison with other land bodies
B. Use of relief map to show the size of mountains, valleys, plains, etc. and discuss the terrain and climate and their effect on the people (their homes, income, food, types of employment)
   1. Mining in the mountains
   2. Farming in the river valleys
   3. Manufacturing where sufficient power, raw materials, and transportation are available
C. View movies on:
   1. Food production
   2. Oil production
   3. Automobile industry
   Discuss
D. View movies on individual states (produced by Humble Oil Co.)
E. View movies, slides, and filmstrips about foreign countries and learn about
   1. The people
   2. Their customs
   3. The outstanding physical features such as mountains, rivers, etc.
F. Use resource people, including foreign exchange students and people who have traveled extensively
G. Use library books and other reading material promoting interest in and discussion about our world, such as

- 1. Current happenings in our relationship with other countries
- 2. The influence of the geography of our country upon the settlement and movement west
- 3. The influence of the advancement in transportation and communication upon the movement of the people

H. Study the physical characteristics of our state
- 1. The mountains
- 2. The three divisions
- 3. The rivers

II. History

Content

A. Purpose
- 1. To teach an appreciation of our democracy and our heritage by studying the development of our nation
- 2. To use this knowledge to interpret the individual's responsibility in the democracy in which we live

B. Skills to be developed
- 1. Definition of terms
  - a. freedom
  - b. government
  - c. community
  - d. county
  - e. state
  - f. nation
  - g. leaders
  - h. positions of authority
- 2. Location, use and evaluation of common sources, such as:
  - a. the spoken word
  - b. films and filmstrips
  - c. books
  - d. newspapers
  - e. resource people
  - f. documents
  - g. field trips
- 3. Ability to:
  - a. discriminate
  - b. think independently
  - c. evaluate propaganda
  - d. recognize and attempt to solve personal problems
  - e. assume individual civic responsibility in the home, school, community, state and nation

C. Areas in which the skills are to be applied
- 1. Early history
  - a. discovery (Columbus)

   - b. settlement (Pilgrims, etc.)
   - c. organization of the nation
   - d. (1) Constitution, Bill of Rights
     - (2) The branches of the government (executive, legislative, and judicial)
     - (3) historical characters
- 2. Recent history
   - a. Civil War
   - b. inventions and discoveries
   - c. historical characters
- 3. Current history
   - a. World War I and World War II
   - b. United Nations
   - c. discoveries and inventions (space news, atomic energy,etc.)
   - d. local and national leaders

Methods and Activities

Use of movies, filmstrips, books, documents, magazines, newspapers, and the discussion of these to promote knowledge and understanding about:

- A. The early explorers
   - 1. Columbus
   - 2. Magellan
   - 3 DeSoto
   - 4. DeLeon and others
- B. The landing of the Pilgrims and other early settlers
- C. Codes of government
   - 1. Mayflower Compact
   - 2. Articles of Confederation
   - 3. Constitution
- D. Revolutionary War and Declaration of Independence
- E. Colonial life and development of southern plantations
- F. National heroes
   - 1. Washington
   - 2. Boone
   - 3. Crockett
   - 4. Jefferson
   - 5. Lincoln and others
- G. The movement west
   - 1. Stage coach
   - 2. Fur trappers
   - 3. Covered wagons
   - 4. Gold rush
   - 5. Indian wars
   - 6. Building of the railroad
   - 7. Contributions of people (Lewis, Clark, Crockett, Boone)

- H. The rise of sectionalism resulting in the Civil War
    - 1. Slavery
    - 2. Economic competition
- I. The Civil War
    - 1. Greatest personalities - Lee, Grant, Davis, Lincoln
    - 2. Major local battles - Chattanooga, Nashville, Ft. Sanders
    - 3. Lincoln and the Gettysburg Address
    - 4. Surrender and condition of the South at the end
- J. World War I
    - 1. Discuss relatives and acquaintances who fought
    - 2. See pictures and discuss weapons used compared with those of today
    - 3. Discuss communication used
    - 4. Talk about the outcome of the war
- K. World War II
    - 1. Discuss the role of our town in winning the war
    - 2. Use participants as resource people
    - 3. Discuss the aftermath - United Nations, peace treaty, occupation of defeated countries
    - 4. Discuss the heroes - Eisenhower, MacArthur, Patton, the scientists and others
- L. Contemporary history
    - 1. Share present day happenings involving the space program, national situations
    - 2. Discuss advances in medicine, communication, science, travel, etc.
    - 3. Share information on meetings of world leaders and the results of the meetings
- M. Pertinent events in our state history:
    - 1. Settlement and admission to the Union
    - 2. Our role in the various wars
    - 3. Our heroes - Jackson, Sevier, Houston, Crockett, Hull, York, and others

---

III. Economics

Content

- A. Purpose - To develop an understanding and application of the principles of economics in a free enterprise society
- B. Skills to be developed
    - 1. An understanding of the law of supply and demand
    - 2. A concept of return on capital investment
    - 3. Use of legal tender
    - 4. A knowledge of insurance, banking, and credit

C. Areas in which skills are to be applied
    1. Getting a job
    2. Supporting a family
    3. Saving for the future
    4. Getting maximum return in dollars for one's skills
    5. Discharging obligation to others
    6. Thriftiness

Methods and Activities

A. Food - supply and demand
    1. Use workbooks (SRA Occupational Series) about restaurants and grocery stores - their source of food, price, etc.
    2. View and discuss filmstrips about food growth and distribution
    3. Read stories about trucking and transportation of food
    4. Impress the concept that the scarcity or abundance of a material determines its value
B. Use of money
    1. Discuss payment of rent and borrowing money and determine the amount of "extra" money that has to be paid the loaner or owner for the privilege
    2. Discuss advantages and disadvantages of installment buying
    3. Discuss profit and loss on performing services, such a mowing lawns, delivering merchandise, etc.
    4. Discuss systems used in obtaining needed items and services - bartering originally, and later the more convenient use of money
    5. Visit bank
        a. fill out deposit slips and books
        b. write "checks" and determine "balance"
        c. discuss borrowing and repayment of loans - discuss interest rates
        d. explain and discuss types of accounts - savings and checking
    6. Discuss credit rating and ways to establish good credit rating -
        a. pay obligations on time
        b. don't borrow (or buy) more than you can afford to repay
C. Insurance
    1. Talk about kinds of insurance
        a. life
        b. home owners
        c. automobile - liability and collision
        d. medical

2. Examine insurance policies and stress the importance of becoming familiar with the benefits.
3. Insure with reputable firms
4. Discuss possibility of cancelation of insurance policies
5. Share experiences the pupils and their families have had with insurance
    a. hospital and doctor bills paid
    b fires covered
    c. home and automobile accidents covered
6. Invite insurance agent to talk with the class about insurance

---

IV. Civics

Content

A. Purpose - To apply the knowledge of history, geography, and other social studies to a better understanding of how we live in a society governed by laws.

B. Skills to be developed - an understanding of:
1. The meaning of law
2. The meaning of obedience
3. The meaning of authority
4. The rights of man
5. The evolvement of our system of laws
6. The branches of government (legislative, judicial, executive)

C. Areas in which skills are to be applied
1. Voting
2. Rights of others
3. Use of legal recourse
4. Crime and punishment
5. Orderly living
6. Traffic regulations
7. Perpetuation of democracy
8. Continuity of government
9. Pooling resources for the good of the group (taxation)
10. Public education
11. Use of available resources as an indication of good citizenship
12. Protection and care of public property
13. Conservation and natural resources

Methods and Activities

A. Government
1. Study form of city government
    a. council members - representing entire city

        b. mayor - elected by council
        c. city judge -elected by citizens
        d. city manager - employed by council
        e. services provided - law enforcement agencies, fire department, public health, recreation, school system, and others
    2. Study and discuss form of county government
        a. county judge - elected
        b. county court - elected
        c. other county officers - sheriff, registrar, county court clerk, trustee, road commissioner, and others
    3. Study and discuss form of state government
        a. three branches - executive, legislative, judicial
        b. three grand divisions - east, west, middle
        c. ninety-five counties - acting agencies for state administration
    4. Study and discuss national government and compare with that of the state

B. Study and discuss the constitution and learn the rights guaranteed therein - individual rights and rights of others
    1. Voting
        a. participate in student body elections
        b. participate in classroom elections
        c. examine voting machines and ballots
        d. listen to TV for election news
        e. study and discuss city, county, state, and national elections
        f. discuss qualifications for office holding
        g. impress individual obligation to exercise the right of voting
    2. Use of legal recourse
        a. visit courthouse and observe a trial
        b. discuss the right of every citizen for trial by jury and the right to appeal a verdict

C. Orderly living
    1. Crime and punishment
        a. discuss the meaning of laws, the necessity for obeying laws, and the consequence of breaking laws
        b. visit the police station and jail
        c. discuss the state penal institutions
        d. impress the understanding that rules and laws are for the protection of citizens
    2. Traffic regulations
        a. enroll pupils in driver training
        b. use traffic sign flash cards and familiarize pupils with the signs they will encounter

- c. study driver training manual and learn the legal requirements for driving
- d. learn about driver liability and insurance provisions

D. Pooling resources for the good of the group
  1. Discuss benefits derived by student body from pooled resources
    - a. assemblies
    - b. library
    - c. student council
  2. Discuss benefits derived by citizens from pooled resources
    - a. police protection
    - b. fire protection
    - c. roads and streets
    - d. water and sewer services
    - e. public libraries
    - f. health protection
    - g. recreational facilities
    - h. pure food laws
    - i. education

E. Use of available resources as an indication of good citizenship
  1. Discuss the use and care of property, using school property as an example
    - a. desks
    - b. walls
    - c. playground equipment
    - d. shrubbery
  2. See and discuss films on conservation of natural resources
    - a. fire prevention
    - b. proper protection from erosion
    - c. wise use of soil and minerals
    - d. replenishing the forest for continued benefit

Materials

A. Books
  1. Exploring American History, Globe Book Co.
  2. The American Adventure Series, Wheeler Pub. Co.
  3. The Story of American Freedom, Macmillan Co.
  4. Measures of Democracy, Educational Service Dept., Watchmakers of Switzerland Information Center
  5. How To Be Young and Enjoy It, Norman Vincent Peale
  6. Getting Along Series, Economics Press, Inc.
  7. Tennessee Drivers Manual, Dept. of Safety, Nashville, Tenn.
  8. Exploring a Changing World, Globe Pub. Co.

B. Worktexts
    1. Weekly Reader Map Skills, 4th Grade, Weekly Reader Publ.
    2. My Country, Steck-Vaughn Co.

C. Films and Filmstrips

D. Other materials
    1. Maps
    2. Globes
    3. Charts
    4. Bank Books, deposit slips, and checks
    5. Insurance application forms
    6. Records

I. Purpose

To promote better homeliving now and in the future by teaching homemaking skills. The course of study is geared to special needs of the students. Jobs related to home economics are studied. Emphasis is placed on developing work habits, behavior, and attitudes which are important in the home and on the job. Safety and consumer education are related to all areas of study.

II. Content

A. Foods
   - Nutritional needs
   - Basic Four food groups
   - Foods as they affect weight and complexion problems
   - Meal planning
   - Shopping
   - Meal preparation
   - Use of quick foods
   - Serving of foods
   - Kitchen clean-up
   - Food preservation
   - Use and care of small appliances and other kitchen equipment
   - Nourishing snacks
   - Making meals pleasant
   - Party foods, holiday and seasonal entertainment
   - Vocational studies: food service occupations

B. Sewing
   - Fabrics, patterns
   - Styles
   - Use of machine and other sewing tools
   - Clothes construction
   - Altering and repairing
   - Textile painting
   - Knitting, embroidering, etc.
   - Making things for the home and gifts for others
   - Vocational implications

C. Home care and beautification
   - Housekeeping
   - Cleaning supplies and equipment
   - Furniture and appliances
   - Room arrangement
   - Home maintenance
   - Home improvements
   - Washing and ironing
   - Credit buying (furniture, appliances, etc.)
   - Housing in our city
   - Simple things that make a home attractive

Vocational studies: maid in motel, hospital business, homemaker's assistant.

D. Health
Importance of good health
Health needs of different age groups
Health needs of mother during pregnancy and after birth of baby
Securing medical and dental services: in emergencies, for illnesses, for regular check-ups
Symptoms of common illnesses
Care of the sick - how to give medicine, take temperatures, fix ice bags and hot water bottles, make the patient comfortable
Foods for the sick
Immunization
Common medical terms
Public health department
Sanitation
Health insurance
Study of hospital
Common operations
Vocational studies: nurses' aide, hospital housekeeping job, companion to the elderly

E. Self-Improvement
Importance of self-improvement: friends, boy friends, job interviews
Self analysis - areas in which improvement is needed
Improving the way one acts
Good manners
Emotions: controlling emotions
Getting along with others
Meeting the public at home and in the community
Health habits important to personal appearance
Cleanliness, posture, complexion, hair, nails, etc.
Clothing: suitable for the wearer, appropriate for the occasion
Care of clothing
Consumer education in buying clothes
Vocational studies - how to apply for a job, personal factors which contribute to job success

F. Child Care
Young child from birth to two years: physical development, behavior patterns, bathing, dressing, sleeping, toilet training, feeding, playing, safety
Child from two to five years- physical growth, behavior patterns, daily care, play activities, safety
Nursery schools, day care centers, kindergartens
Child from 6 to 12: physical growth, behavior patterns, personality development, daily activities

Elementary schools: home cooperating with schools, areas of learning
Activities for sick child
How to be a good baby sitter
Vocational studies - teacher's aide, child care job

G. Family Relations
Relationships within the family
Relations with people outside the home
Understanding the roles and responsibilities of family members
Sex education
Dating
Preparation for marriage and parenthood
Family problems
Service to others
Finances--simple family budget
Family parties and holiday celebrations
Use of leisure time
Vocational study: homemaker's assistant

Methods and Activities

The class is taught by the special education teacher and the homemaking teacher in the regular homemaking room. All girls take home ec three or four years. Foods and sewing labs are held. Prices are studied through newspaper ads. In the nutrition study, girls analyze their food needs and seek cooperation with their homes in meeting these needs. A restaurant situation is simulated to acquaint the students with food service jobs.

Role playing is done to develop personal skills needed to meet the public. Informal drama is used in studying problems of family relations. Emphasis is placed on good grooming, with labs in beauty care, etc. In all units, attention is given to improving basic skills in reading and math.

Representatives from home ec related vocations visit the class and discuss their work. Field trips are taken to food establishments, hospital, beauty parlor, nursery school and other places related to areas of study.

Materials

A. Books
1. Homemaking for Teen-Agers, Book I, Charles A. Bennett Co.
2. Steps in Home Living, Charles A. Bennett Co.
3. Snip, Clip, Stitch: A Clothing Construction Program, Follett Publishing Company

B. Worktexts
    1. We Are What We Eat, Steck-Vaughn Co.

C. Films and Filmstrips

D. Other materials
    1. Training Guides in Home and Community Service Occupations, U. S. Dept. Health, Education & Welfare
    2. Various recipe books
    3. Pamphlets from food companies, etc.

VOCATIONAL PREPARATION
AND
SOCIAL ADJUSTMENT

Content

I. Purpose

- A. To get the pupil prepared for work.
- B. To get the pupil to accept realistic work goals
- C. To help pupil locate job
- D. To give minimum amount of training of the job
- E. To develop the personal qualities that will help him succeed

II. Skills to be developed
- A. Definition of terms
  - 1. names of jobs
  - 2. description of jobs
  - 3. unions
  - 4. Social Security
  - 5. pay scales
- B. Ability to:
  - 1. select a suitable job
  - 2. apply for a job
  - 3. fill out applications
  - 4. obtain Social Security cards
  - 5. accept the kind of work he is capable of doing
  - 6. work so that he will deserve continued employment and advancement

III. Areas in which skills are to be applied
- A. Procurement of a job
- B. Satisfactory and continuity of permanance on job

Methods and Activities

- A. Preparation for employment
  - 1. Use Job in Action picture series
    - a. assign one each to pupil to read
    - b. assimulate information and make oral reports
  - 2. Vocabulary study
    - a. learn names of jobs
    - b. learn to spell job names
    - c. make sentences using job names
  - 3. Study want ads
    - a. cut from local newspaper
    - b. discuss requirements for job
  - 4. Visit business establishments
    - a. talk with workers about duties, salary, etc.
    - b. talk with employers

5. Discuss characteristics that lead to success on any job
    a. punctuality
    b. courtesy
    c. dependability
    d. attentiveness
    e. willingness to go beyond required performance
    f. cleanliness and good personal appearance
    g. the importance of doing an honest day's work for a day's pay
6. Discuss the Union movement - using Union representatives as resource people
    a. advantages
        (1) job security
        (2) higher salary
        (3) better working conditions
        (4) fringe benefits
    b. disadvantages
        (1) infiltration of corruption and radicalism
        (2) sometimes deprives non-members of the right to work
7. Study Social Security program
    a. secure Social Security cards for pupils
    b. discuss contributions and benefits
8. Pay scales
    a. discuss salaries in relation to long term benefits
    b. stress the disadvantages of frequent job-hopping because of higher pay
    c. discuss the fact that beginning salaries are often low and that increases come as they are earned
    d. discuss income tax and fill out forms
9. Encourage realistic self-evaluation
    a. each have abilities to offer for many types of work
    b. each have limitations restricting them from many types of work
10. Counsel with parents and enlist their aid in looking realistically at the work ability of their children
11. Arrange for testing by state employment services
12. Study application forms
    a. fill out
    b. write letters of inquiry
13. Play act interviews
14. Arrange for visits from Vocational Rehabilitation representative and representative from the Tennessee Employment Services

15. Compile a list of suitable jobs for the ability level of the pupils
    - chef
    - cook
    - waiter
    - barber's helper
    - beautician's helper
    - nurse's aid
    - laundry worker - sorter, mender, marker, presser
    - companion for homebound patients
    - recreation attendant
    - institution attendant
    - fireman
    - custodian
    - butcher
    - auto mechanics helper
    - service station attendant
    - bus boy
    - airline porter
    - taxi driver
    - luggage checker
    - bowling lane attendant
    - golf course caddy
    - caretaker
    - night watchman
    - garbage collector
    - newspaper vendor
    - painter's helper
    - theatre usher
    - parking lot attendant
    - car washer
    - stockroom worker
    - farmer - general, truck, dairy, poultry, animal
    - nursery man's helper
    - cabinet maker's helper
    - upholsterer
    - shoe repairman
    - baker
    - miner
    - bricklayer's helper
    - plumber's helper
    - truck driver
    - lineman
    - dry cleaner's helper
    - carpenter's helper
    - maid - domestic, hotel, hospital
    - fisherman
    - yardman
    - seamstress
    - deliveryman
    - florist's helper
    - car hop
    - mover's helper
    - elevator operator
    - carpet and tile layer's helper
    - dishwasher
    - cafeteria worker
    - salad maker
    - public works laborer
    - grocery bag boy
    - grocery produce worker
    - warehouseman - loading and unloading
    - cannery worker
    - frozen food processor

Materials

A. Books
   1. Teenagers Prepare for Work, Carson & Daly
   2. Helpful Hints for Young Job Seekers, Southern Bell Telephone Co.
   3. The Job Ahead, New Rochester Occupational Series, SRA
   4. How to Get a Job, The President's Committee on Employment of the Handicapped, Washington, D.C.
   5. Getting a Job, Fearon Pub.
   6. A Job for You, Steck-Vaughn Co.

B. Other Materials
    1. Jobs in Action, Picture Series, SRA
    2. State employment security forms
    3. Social Security card forms
    4. Newspaper want ads
    5. Job application forms (from employers)

Content

I. Purpose
   To move the pupils from school experiences to on-the-job experiences

II. Methods
   A. The pupil is retained in the high school program for an extra year where he attends school one-half day and works on the job the remaining time. School will help him adjust to his job.
   B. Jobs are secured by the coordinator or by the pupil, with the approval of the coordinator. The coordinator counsels with the employer as to the pupil's abilities and disabilities before the pupil begins work. The pupil is observed on the job by the coordinator and counseling is done with him. Problems such as budgeting, income tax, savings, marketing, marriage, family, and insurance plans are discussed with the young worker. These services are available through the coordinator even after the pupil is no longer in school.
   C. After-school jobs are secured for as many pupils as possible, prior to participation in the school-work program, in order for them to get work experience.
   D. Training on-the-job programs are arranged for some pupils through the Tennessee Vocational Rehabilitation Office.

INTEGRATION IN REGULAR SCHOOL PROGRAM

The teacher of the high school special class is responsible for coordinating the program of the pupils for the complete school day. He instructs them for two periods daily in a homeroom situation. They attend assemblies, pep rallies, and join high school clubs in which they can participate. The class elects one member as a representative on the student council.

The teacher, working with the guidance personnel and the high school staff, places the pupils in some of the regular high school classes, according to their various abilities. The special class teacher works closely with the regular teacher, in whose class the special pupils are assigned, so that he understands what to expect of the mentally handicapped pupil. If the pupil and the teacher find it impossible for him to operate in one particular class or subject, he is withdrawn and placed in another class.

In the special class, some of the content area presented in the regular class is used. For example, in the vocational units some arithmetic problems are discussed, especially those pertaining to work hours, wages, and salary schedules. Money, health, home economics, and music situations are included in the social studies units.

Following is a list of the regular classes in which mentally handicapped pupils may be placed:

Arts and Crafts - Starts with 8 weeks of design, involves experimenting with three-dimensional construction and surface enrichment through work with clay, leather, copper foil, metal raising, metal etching, textile decoration, loom weaving, cratchboard, chipcarving, plastics, enameling, and jewelry.

Art - An introduction to the fundamentals of surface enrichment. The elements of line, pattern, texture, color, space, and form are explored. Work is mostly two-dimensional with the emphasis being placed on good design.

Typing - Teaching the operation of the typewriter for either personal or vocational use.

Driver Education - This is an elective course offered on 1/2 credit basis to students 15 years and 8 months of age or older, who have had little or no previous instruction in automobile driving. Nine weeks of instruction in motor vehicle regulations plus three weeks of actual behind-the-wheel driving in dual-control automobile under the supervision of an experienced instructor are given. It may be offered after school for those who do not have an open period at 8:00 A.M. The class instruction usually is offered at 8:00 A.M., the driving during gym classes.

Health Education - Required of all students during one semester of the sophomore year except as scheduling difficulties delay it for some pupils. A study of personal and community health problems and first aid. Personal relationships and mental health are emphasized. (Boys only - See page 117 for Girls Health).

Physical Education - Enrollment is required each semester of school attendance except during the semester when health education is taken.

General Woodworking - A study of the principles of woodworking using both hand tools and power machinery, with emphasis on good workmanship, design, and methods of finishing.

Cabinet Making - Advanced project construction of furniture and finishing; teaches appreciation of good workmanship and good design of furniture, hand tool operation, and machine tools of various kinds used by the skilled cabinet maker. Woodworking and permission of the instructor are prerequisites for cabinet making.

Automobile Mechanics - Provides training on major mechanical units of the car, such as brakes, clutch, transmission, and differentials. Particular emphasis on motor analyzing and tune-up, automotive electricity, wheel balancing, and wheel alignment. One day per week devoted to classroom work on theory and operation of the automobile.

Theory and Harmony - Prerequisite - ability to play an instrument or sing. Includes a study of scale construction, key signatures, intervals, including names and sounds, chord construction and combination, including harmonization of melodies and basses, writing of original melodic and harmonic material, analysis of harmony heard as well as written harmony. Experience in sight singing and ear harmony training.

Physical Science - A non-mathematical, non-technical course for students not planning to take chemistry or physics, but who may want some general education in these areas. The course takes up atmosphere, water solutions, metals, plastics, textiles, engines, light, electricity, modern communications, sound, aviation, atomic energy, and elementary chemical reactions.

METHODS OF EVALUATION

METHODS OF EVALUATION

Testing

At the beginning and end of each school year, a standardized test (achievement) is administered to each pupil.

Reporting to parents

Elementary - The elementary class has a report card which provides for checking of progress in social adjustment areas, academic progress, and physical development. Conferences may take the place of one or more reports. A written letter to parents at the end of the school year accompanies the report card. This seems to be of great interest and help to the parents in better understanding the progress of their child. Home visits prove profitable to both parents and teacher.

Junior High - The regular junior high school report card is used with a narrative report added by the teacher. Conferences and home visits are used by the teacher.

High School - The regular high school report card is used for group, the advantage being that the pupils in the special class are not singled out as being different from the other pupils. Also, having a prepared form saves time for the teacher. However, the disadvantage in using the standard report form is its inflexibility. Therefore, conferences and home visits are used.

Graduation

The pupils in the advanced class earn enough credits for graduation. They receive a special diploma which is like the regular diploma, except it has stamped on it, "This diploma has been earned through a modified curriculum and does not meet college requirements." The pupils go through the same graduating exercises as the regular students. They wear the cap and gown and the senior class ring.

APPENDIXES

APPENDIX I

BIBLIOGRAPHY FOR RETARDED READERS

LEVEL OF DIFFICULTY	AUTHOR	INTEREST LEVEL
Primer and First Grade		
Beckley-Cardy Company		
Cowboy Sam	Chandler	1-9
Cowboy Sam and Freddy	"	1-9
Cowboy Sam and Porky	"	1-9
Cowboy Sam and Shorty	"	1-9
Macmillan Company		
Straight Up	Lent	2-9
Second Grade		
Beckley-Cardy Company		
Cowboy Sam and the Rodeo	Chandler	2-9
Cowboy Sam and the Fair	"	2-9
Macmillan Company		
Smoky the Crow	Gates	2-9
Straight Down	Lent	2-9
Always Ready	Gates	2-8
William Morrow and Company		
Tim and the Tool Chest	Beim	2-7
Alladin Books		
The Steam Shovel That Wouldn't Eat Dirt	Walters	2-8
Third Grade		
Macmillan Company		
Planes for Bob and Andy	Huber	3-10
Fun in Swimming	Frizzell	3-7
Dinny and Danny	Slobodkin	2-8
Good Times Together	Gates	3-7
Susan and the Sheep	"	3-7
Robin Fly South	"	3-7
Scott, Forseman and Company		
Boxcar Children	Warner	1-9
The Six Robbens	Obermeyer	2-8
Surprise Island	Warner	2-9
Hidden Silver	Faulkner	3-9

Bibliography for Retarded Readers

Beckley-Cardy Company		
Cowboy Sam and the Rustlers	Chandler	2-9
Cowboy Sam and the Indians	"	2-9
Webster Publishing Company		
The Robin Hood Stories	Kottmeyer	3-10
Greek and Roman Myths	"	4-10
The Trojan War	"	4-10
King Arthur and His Knights	"	3-10
Old Testament Stories	"	3-10
G. P. Putnam's Sons		
Terry and Bunky Play Baseball	Fishel	3-8
Terry and Bunky Play Football	"	3-8
Terry and Bunky Play Hockey	"	3-8
Houghton Mifflin Company		
Everyday Birds	Allen	3-8
Tammy Chipmunk and His Friends	"	3-8
Lumberjack Bill	Tousey	3-8
Garrard Press		
Famous Stories	Dolch	2-9
Aesop's Stories	"	2-9
Gospel Stories	"	2-9
Bible Stories	"	2-9
Wheeler Publishing Company		
Pilot Jack Knight	Anderson	3-10
Friday, the Arapaho Indian	"	3-10
Alec Majors	"	3-10
Squanto and the Pilgrims	"	3-10
Steck-Vaughn Company		
Gulliver's Travels	Pulliam	3-8
Harcourt, Brace and Company		
Peachblossom	Lattimore	3-8
Mr. Doodle	Scott	1-8
William Morrow and Company		
The New Fire Engine	Barnum	2-7
Country Garage	Beim	2-7
Eddie and Gardenia	Haywood	2-7

Charles Scribner's Sons		
Building Our Town	Moore	3-8
Doubleday and Company		
Rober and the Fox	Davis	3-7
Greenberg		
Child's Book of Carpentry	Taylor	3-8
J. B. Lippincot Company		
Science for Modern Living	Smith	3-8
The John Day Company		
Weejak and His Neighbors	Fenton	3-8
Thomas Y. Crowell Company		
Surprise for a Cowboy	Bulla	3-8
Lyons and Carnahan		
Little Wind	Butterfield	3-8
Morning Star	"	3-8
Red Feather's Adventures	Gifford	3-8
Red Feather's Homecoming	"	3-8
William R. Scott, Inc.		
How Big Is Big?	Schneider	3-8
Random House		
Horton Hatches the Egg	Seuss	1-8
The John C. Winston Company		
Mr. Tootwhistle's Invention	Wells	2-8
The Viking Press		
Buttons	Robinson	2-7
Andy and the Lion	Daugherty	2-7
Charles E. Merrill Company,Inc.		
Wonderful America	Johnson	3-10

Fourth Grade

Webster Publishing Company		
To Have and To Hold	Kottmeyer	4-12
Cases of Sherlock Holmes	"	4-12

The Gold Bug and Other Stories	Kottmeyer	5-12
Men of Iron	"	4-10
Ben Hur	"	6-12
The Flamingo Feather	"	4-10
The Count of Monte Cristo	"	6-12
Simon Bolivar	"	7-12
Juarez, Hero of Mexico	"	6-12
A Tale of Two Cities	"	7-12
Ivanhoe		7-12

Little, Brown and Company

Adventures with the Giants	Sellow	4-12
Adventures with the Gods	"	4-12

Harr Wagner Publishing Company

The Secret of Lonesome Valley	Toles	4-12
Desert Treasure	Hefferman	4-12
The Adventures of Canolles	"	5-12

Benj. H. Sanborn and Company

The Story of Robinson Crusoe	Beals	4-10
The Story of Treasure Island	"	4-10

Beckley-Cardy Company

Children of the Colonies	Comfort	4-8
Children of the Mayflower	"	4-8
Children of the Wagon Wheels	"	4-8
Prairie Schooners West	"	4-8

Wheeler and Company

Chief Black Hawk	Beals	4-10
Cowboys and Cattle Trails	Garst	4-12
Kit Carson	Beals	4-12

Franklin Watts, Inc.

The First Book of Baseball	Brewster	4-12
The First Book of Bugs	Williamson	4-12
The First Book of Automobiles	Tatham	4-12
The First Book of Eskimos	Brewster	4-9

William R. Scott, Inc.		
Let's Find Out	Schneider	4-12
Lets Look Under the City	"	4-12
Let's Look Inside Your House	"	5-12
How Your Body Works	"	5-12
Now Try This	"	4-12
Anywhere in the World	Weber	4-7
Bits That Grew Big	"	4-10
Steck-Vaughn Company		
Ridge Willoughby	Draper	4-9
Kidnapped	Pulliam	5-9
Rip Van Winkle and the Legend of Sleepy Hollow	Pulliam	6-10
Gee Whillikins	Sharp	3-8
William Morrow and Company		
Play with Plants	Selsam	4-8
Play With Trees	"	4-8
Goldfish	Zim	4-9
What's Inside of Plants	"	4-9
Thomas Y. Crowell Company		
Silver for General Washington	Meadowcroft	4-9
On Indian Trails with Daniel Boone	"	4-9
Riding the Pony Express	Bulla	3-8
The Secret Valley	"	3-8
Surprise for a Cowboy	"	3-8
Charles Scribner's Sons		
Nicky's Football Team	Renick	3-7
Pete's Home Run	"	3-7
Sir Toby and the Murrays	Pollock	3-7
Three Boys and the Remarkable Cow	Agle	3-7
Spinney and Spike and the B-29	Davis	4-8
Stories from Near and Far	Orr	3-7
Harcourt Brace and Company		
Whiskers	Stolper	4-9
Patches	"	4-9

Bibliography for Retarded Readers

Scott, Forseman Company		
Just Imagine	Gray	3-7
The Last of the Mohicans	Brown, Moderow	4-12
Tom Sawyer	Berglund	4-9
Huckleberry Finn	Brown	4-9
Treasure Island	Moderow	4-10
David Copperfield	"	5-10
When Washington Danced	"	4-12
Moby Dick	Brown	5-12
Lorna Doone	Jordan	6-12
Six Great Stories	Moderow	6-12
Albert Whitman and Company		
Let's Take a Trip	Elms	5-12
Davy Crockett, Hero of the Alamo	Tousey	4-7
Macmillan Company		
They Made America Great	McGuire	4-12
Sharing More Adventures	Gates	4-7
When Today Began	Angell	3-9
Random House		
Fun with Cooking	Freeman	4-8
Dodd, Mead and Company		
Two Logs Crossing	Edmonds	4-10
E. M. Hale and Company		
Daniel Boone	Averill	4-8
Stagecoach Sam	Tousey	4-7
Children's Press, Inc.		
You and the United States	Fisher	5-9
Doubleday, Doran and Company		
Mystery of the Old Barn	Urmston	4-10
Jared's Island	DeAngeli	4-8
Wilcox Follett Company		
Johnny Texas	Hoff	4-10
David McKay Company		
Ride, Cowboy, Ride!	Warren	4-8
The Bobbs-Merrill Company		
Childhood of Famous American Series	Authors given	4-9

APPENDIX II

EASY LIBRARY BOOKS

Elementary Level

Black, Charles, The Big Book of Real Airplanes, New York: Grosset and Dunlap, Inc., 1951.

Chase, Edward, The Big Book of Horses, New York: Grosset and Dunlap, Inc., 1951.

Cook and Sutton, The Big Book of Cats, New York: Grosset and Dunlap, Inc., 1954.

Crampton, Gertrude, Little Golden Funny Book, Golden Press, 1950.

Daly, Kathleen, Little Golden Book about the Seashore, Golden Press, 1957.

Dixon, Eulalie and Rachel, Mother Goose Panorama, New York: Platt and Munk, Inc.

Farley, Walter, The Big Black Horse, New York: Random House, 1953.

Hartwell, Marjorie, The Animals of Friendly Farm, Chicago: Wilcox and Follett.

Jonas, Nita, Little Golden Book about Dogs, Golden Press, 1952.

Knight, Clayton, The Big Book of Real Helicopters, New York: Grosset and Dunlap, 1955.

Leaf, Munro, Fair Play, New York: Stokes, 1939.

Leaf, Munro, John Henry Davis, New York: Stokes, 1940

Leaf, Munro, Lucky You, Philadelphia: J. B. Lippincott Company, 1955.

Mother Goose Rhymes, Giant Little Golden Book, Golden Press.

Rojankovsky, Feodor, Grandfather's Farm Panorama, New York: Platt and Munk, Inc.

Salton, Felix, Bambi's Children, New York: Random House, 1957.

Seuss, Dr. (Pseud.) , Horton Hatches the Egg, New York: Random House, 1940.

Seuss, Dr. (pseud.), The Cat in the Hat, New York: Random House, 1957.

Shapiro, Irwin, Lassie Finds a Way, (A Big Golden Book), New York: Simon and Shuster, 1957. (beautiful illustrations)

Watson and Wilkins, Birds, (Giant Little Golden Book), New York: Simon and Shuster, 1958.

Wessels, Katharine, Little Golden Book of Singing Games, Golden Press, 1953.

Zaffo, George, The Big Book of Real Boats and Ships, New York: Grosset and Dunlap, 1951.

NOTE: Elementary children may not be able to read all these books but will enjoy looking through them. (These books should not be placed in junior high classes).

Suggested Books for Independent Reading:

The "I Want To Be" books published by Childrens Press, Chicago.

The "I Can Read It All By Myself" books for Beginning Readers, published by Beginner Books, Inc., Distributed by Random House.

"The Reason Why" books published by Coward-McCann, Inc., 200 Madison Avenue, New York, New York.

The "Let's Go" books and the "Beginning Reading" story books published by Coward-McCann, Inc.

The "Easy-Reading" books, kindergarten - grade 4, published by Holiday House, New York, New York.

APPENDIX III

ALPHABET OF ART ACTIVITIES
(all levels)

A.

1. Alphabet
    - a. cut from folded paper
    - b. dittoed sheets, to be colored and made into a booklet
2. Angels
    - a. Christmas - patterns for coloring and cutting
    - b. made of empty plastic bottles
3. Animals
    - a. made of boxes and cartons
    - b. papier maché
    - c. wire
    - d. clay-modeled,rolled flat or shaped
    - e. folded paper
    - f. laminated paper-over wadded paper, balloons, etc.(similar to papier maché')
    - g. jig-sawed out of wood
    - h. yarn
    - i. paper bag
    - j. spool
4. Apples
    - a. peeled, carved, dried, and painted for puppets' heads
5. Airplanes
    - a. paper
    - b. models

B

1. Banjo-made from 2 paper plates, strip of lathing and string
2. Basketry
3. Batik
4. Bean bags
5. Bird feeder
6. Beads
    - a. bright paper triangles-rolled, pasted, shellacked
    - b. paper pulp
    - c. dough (salt and flour)
    - d. shell macaroni
    - e. ceramic
    - f. bone
7. Bird house
8. Bones
    - a. beads
    - b. necktie slides
    - c. rings
9. Bookbinding
10. Bookends
    - a. wood, covered with carved leather, or tooled metal
    - b. block
    - c. rock
    - d. metal
    - e. plaster of paris
11. Booklets
12. Bowls
    - a. papier maché
    - b. ceramic
    - c. laminated
    - d. mosaic
13. Boxes
    - a. box figures
    - b. cigar boxes-decorated
    - c. cheese box gifts
    - d. Kleenex boxes-decorated
    - e. popsicle sticks
    - f. jewelry boxes

14. Braiding
    a. plastic strip
    b. yarn
    c. cord rugs

15. Brayer painting-see "Painting"

16. Brushes
    a. "witches brooms" out of old bamboo, grasses, old brooms, brushes, etc.

17. Button box
    of jumbo peanut cans covered with twisted paper

C

1. Calendars

2. Cans
    a. for dustcloths
    b. for planters
    c. for jewelry containers, etc.

3. Caps
    a. doll caps-made of top of sock
    b. rake-knit of yarn

4. Cards - special occasion

5. Carving
    a. wood
    b. linoleum
    c. soap
    d. plaster of Paris
    e. zonolite

6. Chalk

7. Clay
    a. ceramics
    b. "free-form" around bottle
    c. masks
    d. patio bells
    e. bowls-put marbles in bottom when glaze firing

8. Collage

9. Copper tooling

10. Copper enameling

11. Crayon
    a. resist
    b. rubbed on cloth and through stencil
    c. melted daubs on picture
    d. rubbed on paper placed over leaves and/or other objects
    e. crayon parchment
    f. crayon with kerosene
    g. crayon engraving

12. Cutting experiences

D

1. Design
    a. fun with names
    b. doodling
    c. cut paper pieces
    d. transfer
    e. string design
    f. figure appear
    g. "scrape away" pictures
    h. crayon and paint pictures

2. Diorama
    a. shoe box
    b. trees cutout-use sponges, construction paper, etc.

3. Doll house

4. Dolls-yarn, stocking, cloth, etc.

5. Drawing

6. Dyeing

E

1. Eggs
    a. how to blow out contents
    b. how to boil without breaking
    c. decorated for Easter
    d. "egg" tree
    e. egg-shell mosaic

- e. "egg" tree

2. Embroidery
   - a. on burlap
   - b. making pictures, collage, etc.
   - c. cross stitch
   - d. stitchery on paper
   - e. stitchery on wire screen
3. Etching

F

1. Finger Painting

2. Fish
   - a. kites
   - b. 3-D fish
   - c. mobiles

3. Flowers
   - a. cut paper
   - b. Kleenex
   - c. pom-pom flowers made on forks

4. Frames
   - a. picture
   - b. rolled

G

1. Gadget printing

2. Greeting cards

H

1. Hair pin lace

2. House markers

3. Hats
   - a. Easter, tiny, for favors
   - b. costume

I

1. Ideas for drawing and painting
   - a. "border" designs
   - b. brayer painting (use soft, "live" brayer)
   - c. collage
   - d. crayon - melted; resist, smudged
   - e. decoupage
   - f. directed drawing
   - g. enamel-painting of jars for vases, etc.
   - h. painting (see "painting")

J

1. Jack-in-the-box

2. Jewelry
   - a. beads (see "beads")
   - b. ceramic
   - c. plaster of Paris
   - d. yarn earrings

3. Jig-saw
   - a. greeting cards
   - b. puzzles

K

1. "Key"-board (pattern)

2. Kites - fish

3. Knitting
   - a. with needles (knit squares, made into shoes)
   - b. "rake" knitting
   - c. spool knitting

L

1. Lamination (instruction)
   - a. animals, bowls, butterflies, fish
   - b. lantern-oriental
   - c. lawn ornaments

M

1. Marbleized paper

2. Masks
   - a. clay
   - b. papier maché

3. Modeling
   - a. clay
   - b. paper pulp, etc.
   - c. plastic clay

4. Mosaics
   - a. broken glass bits
   - b. ceramic mosaic squares and shapes

- c. paper
- d. pebbles
- e. seeds

5. Murals

N

1. Nails
    - a. design stamped on metal or wood with nails

O

1. Ornaments
    - a. Christmas, Easter, etc.

P

1. Painting
    - a. brayer
    - b. comb
    - c. easel
    - d. finger
    - e. gadget
    - f. instruction in brush care, etc.
    - g. "number" painting
    - h. oil painting
    - i. sponge
    - j. string
    - k. "wash" background for pictures
    - l. water color

2. Paper chain-for cutting and pasting experience

3. Papier maché

4. Pasting experiences

5. Plaster molds for coloring

6. Paper construction

7. Plastic braiding-jewelry lanyards, etc.

8. Printing
    - a. block
    - b. cork
    - c. gadgets
    - d. linoleum
    - e. silk-screen
    - f. spatter
    - g. sponge
    - h. stick
    - i. string
    - j. vegetable
    - k. wood

9. Puppets
    - a. finger
    - b. paper bag
    - c. papier maché
    - d. sawdust and wheat paste

10. Puppet theatre

R

1. Recipes

2. Rocks-painted-for art objects, doorstops, paper weights, etc.

S

1. Sand vases

2. Scarves
    - a. batik
    - b. stenciled
    - c. tie-dyed

3. Scrapbooks

4. Sewing
    - a. aprons
    - b. burlap
    - c. cards
    - d. pictures
    - e. slippers (out of washclothes-with elastic and bows)

5. Shoe-shine box

6. Smocks (from old shirts)

7. Sponge painting

8. String painting

9. Stationery

10. Stained glass window effects

11. Stenciling
    a. crayon
    b. paint

T

1. Tapa cloth (crayon design, wrinkled up, and ironed)

2. Theater
    a. puppet
    b. movie (for series of children's drawings)

3. Tie-dyeing

4. Toys

5. Trays
    a. ceramic
    b. etched metal
    c. papier maché
    d. wood base-tiny, for favors

U

1. Umbrellas-tiny for favors

V

1. Vases
    a. ceramics
    b. covered with rolled paper strings
    c. covered with glue and then rolled

W

1. Wastebaskets-ice cream cartons, covered with finger painting, collage, etc.

2. Weaving
    a. looper
    b. paper
    c. loom weaving

3. Woodworking
    a. bird feeder
    b. bird house
    c. keyboard
    d. scissors holder
    e. shoe-shine box

4. Wet chalk drawing

Y

1. Yarn
    a. dolls
    b. jewelry
    c. knitting
    d. weaving

APPENDIX IV

LIST OF PUBLISHERS

Addison-Wesley Pub. Co., Inc., 3220 Porter Drive, Palo-Alto, Calif.

Allied Education Council, Distribution Center, Box 78, Galien, Mich. 49113

Allyn & Bacon, Inc., Atlanta, Ga.

American Book Co., 300 Pike St., Cincinnati, Ohio 45202

American Education Publications - Education Center, Columbus, Ohio 43216

American Medical Assn., 535 N. Dearborn St., Chicago, Ill. 60601

Baker Science Packets, 650 Concord Dr., Holland, Mich.

Beckly-Cardy Co., Chicago, Ill.

Benefic Press, 10300 W. Roosevelt Rd., Westchester, Ill. 60153

Benton Review Pub. Co., Fowler, Ind.

Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206

Cal-Central Press, Box 551, 2629 Fifth St., Sacramento, Calif.

Carson & Daly, Castro Valley, Calif.

Charles A. Bennett Co., Inc., 809 W. Ditweiller Dr., Peoria, Ill. 61614

Charles E. Merrill Co., 1300 Alum Creek Dr., Columbus, Ohio 43209

Charles Scribner & Sons, 597 5th Ave., New York, N. Y., 10017

Continental Press, Inc., 127 Cain St., N. W., Atlanta, Ga. 30303

D. C. Heath & Co., 285 Columbus Ave., Boston, Mass. 02116

Economic Press, Inc., Mont Clair, N. J.

Economy Publishing Co., Box 13998, 2033 Monroe Dr. NE, Atlanta, Ga. 30324 or Oklahoma City, Okla.

Educational Guidance Co., Oklahoma City, Okla.

Educational Service Dept. Watchmakers of Switzerland
Information Center, 730 Fifth Ave., New York, N. Y.

F. E. Compton Co., Division of Encyclopedia Britannica, Inc.,
1000 N. Dearborn St., Chicago, Ill. 60610

Fearon Publishers, Inc., 2165 Park Blvd., Palo Alto,
Calif. 94306

Field Enterprises Educational Corp., 510 Merchandise
Mart Plaza, Chicago, Ill. 60654

Follett Publishing Co., 1010 W. Washington Blvd.,
Chicago, Ill. 60607

Foundation for Christian Living, Pawling, N. Y.

G. & C. Merriam Co. Publishers, 47 Federal St., Springfield, Mass. 01105

G. R. Crosher, San Francisco, Calif.

George Peabody College for Teachers, Nashville, Tenn. 37203

Ginn & Co., 717 Miami Cr. NE, Atlanta, Ga. 30324 or
Statler Bldg., Boston, Mass. 02117

Globe Publishing Co., New York, N. Y.

Harcourt, Brace & World, Inc., 757 3rd Ave., New York
N. Y. 10017

Harlow Publishing Corp., 212 East Gray St., Norman, Okla.

Harr-Wagner Publishing Co., San Francisco, Calif.

Hayes School Publishing Co., Wilkinsburg, Penn.

Highland Products Co., Box 1268, Knoxville, Tenn. 37901

Holt, Rinehart & Winston, Inc., 383 Madison Ave.,
New York, N. Y. 10017

Houghton-Mifflin, 3108 Piedmont Rd. NE, Atlanta, Ga. 30305 or
2 Park St., Boston, Mass. 02107

Ideal School Supply Co., Chicago, Ill.

Instructo Products Co., Philadelphia, Penn.

J. P. Lippincott, Educational Pub. Div., E. Washington
Sq., Philadelphia, Penn. 19105

Jenn Publications, 815-825 E. Market, Louisville, Kent.

John C. Winston Co., Philadelphia, Penn.

L. W. Singer, 33 W. 60th St., New York, N. Y. 10023

Laboratory School of Univ. of Chicago, 5750 Ellis Ave., Chicago, Ill. 60637

Laidlow Bro. Publishers, 328 S. Jefferson St., Chicago, Ill.

Lyons & Carnahan, 407 E. 25th St., Chicago, Ill. 60616

Macmillan Co., 255 Ottley Dr. NE, Atlanta, Ga. 30324

Milton Bradley, 74 Park St., Springfield, Mass.

Modern Talking Pictures Series, 3718 Broadway, Kansas City, Mo.

National Form Guidance Series, Chicago, Ill.

Paine Publishing Co., 34 N. Jefferson St., Dayton, Ohio 45401

President's Committee on Employment of the Handicapped, Washington, D. C. 20402

Random House, 457 Madison Ave., New York, N. Y. 10022

Readers Digest Services, Inc., Educational Division, Pleasantville, N. Y. 10570

Row-Peterson, Evanston, Ill.

Scholastic Magazine, Inc., McGraw Hill, 330 W. 42nd St., New York, N. Y. 10036

Scott-Forseman, 3145 Piedmont Rd. NE, Atlanta, Ga. 30305 or 1900 E. Lake Ave., Glenview, Ill. 60025

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Ill.

Soil Conservation Service, 561 U. S. Courthouse, Nashville, Tenn. 37203

Southern Bell Film Services, Nashville, Tenn.

Stanwyx House, Pittsburg, Penn.

Steck-Vaughn Co., Box 2028, Austin, Texas 78767

Tennessee Book Co., 347 Reedwood Dr., Nashville, Tenn. 37217

Tenn. Dept. of Safety, Nashville, Tenn.

U. S. Dept. of Health, Education & Welfare, Washington, D. C.

University Books, Inc., 1616 Hillside Ave., New Hyde Park, N. Y. 11040

Webster Division, McGraw-Hill Book Co., Manchester Rd., Manchester, Mo. 63011

Wheeler Publishing Co., Chicago, Ill.

Whitman Publishing Co., Racine, Wisconsin

Wonder Books, Inc., Division of Grosset & Dunlap, Inc., 51 Madison Ave., New York, N. Y. 10010

Zaner-Bloser Co., 612 N. Park St., Columbus, Ohio

SRK:mg April 1969
Pupil Personnel Services,
Oak Ridge, Tennessee